DOCUMENT RESUME

ED 445 115 TM 031 797

TITLE	The North Carolina State Testing Results, 1998-99. Multiple-Choice, Grade 3 Pretest, End-of-Grade, High School Comprehensive, and End-of-Course Tests. Reporting on the State and 117 Public School Systems and 61 Charter Schools. "The Green Book."
INSTITUTION	North Carolina State Dept. of Public Instruction, Raleigh. Div. of Accountability/Testing.
PUB DATE	2000-03-00
NOTE	548p.; For the 1997-1998 test results, see ED 431 806.
PUB TYPE	Numerical/Quantitative Data (110) -- Reports - Descriptive (141)
EDRS PRICE	MF02/PC22 Plus Postage.
DESCRIPTORS	*Academic Standards; *Achievement Tests; Biology; Charter Schools; Elementary Secondary Education; Language Arts; Mathematics Achievement; Public Schools; Reading Achievement; *Standardized Tests; State Programs; *State Standards; Tables (Data); *Test Results; Testing Programs; United States History
IDENTIFIERS	*North Carolina; North Carolina Competency Tests; North Carolina End of Course Testing Program

ABSTRACT

This document contains results for 1998-1999 for several North Carolina state testing programs. The Grade 3 Pretest is a multiple-choice reading and mathematics test administered to students in the first 3 weeks of third grade. This pretest was administered to more than 101,000 students in the beginning of the 1998-1999 school year. Results show that 67.4% of students scored at or above Achievement Level III in reading, and 74.7% scored at or above Achievement Level III on the mathematics pretest. The End-of-grade tests were developed in alignment with the North Carolina Standard Course of Study. These state-normed tests were administered to more than 569,000 students in grades 3 through 8 at the end of the school year. The percentage of students achieving at Achievement Level III or higher continued to grow, to an estimated 69.1% in 1998-1999. The North Carolina High School Comprehensive Test in reading and mathematics is administered to students in grade 10. Achievement levels continued to rise for this test in 1998-1999. End-of-course tests have been developed for 10 courses. School districts had the option of administering 5 of these tests, and more than 631,000 students took end-of-course tests in the 1998-1999 school year. Comparisons across years are not possible for these new tests. Tables present results for each of the tests, providing information by grade, region, subject, gender, and student subgroups. For each test, descriptions and sample questions are provided, and excerpts from teacher guides are presented for some tests. An appendix contains a list of the state's 61 charter schools. (Contains 126 tables and 9 figures.) (SLD)

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1998-99

The North Carolina State Testing Results

"The Green Book"

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Published March 2000

TM031797

Multiple-Choice
Grade 3 Pretest
End-of-Grade
High School Comprehensive and End-of-Course Tests

Reporting on the state and 117 public school systems and 61 charter schools

Public Schools of North Carolina
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The 1998-99 North Carolina

State Testing Results

Multiple-Choice
Grade 3 Pretest, End-of-Grade, High School Comprehensive, and End-of-Course Tests

March 2000

Public Schools of North Carolina
State Board of Education
Department of Public Instruction
Office of Instructional and Accountability Services
Division of Accountability Services / Testing Section

Acknowledgements

The development of a comprehensive document that contains student and school system performance on grade 3 pretests, end-of-grade tests, high school comprehensive tests, and end-of-course tests requires the skill and efforts of many individuals. We would like to thank Mildred Bazemore, Monica Geary, and Ken Barbour for their assistance in preparing all phases of this publication; George Stubblefield and Betty Marsh for supplying the statistical data; Karen Eller, for creating the tables and figures, and Andrea Barefoot, Anthony Wells, Kathleen Snyder, and Katie McCann for verifying accuracy of the numbers and editing.

Abstract

The 1998-99 North Carolina State Testing Results

Grade 3 Pretest, End-of-Grade, High School Comprehensive, and End-of Course Multiple-Choice Tests

Background

- Initially implemented during the 1996-97 school year, the North Carolina Pretest-Grade 3 is a multiple-choice reading and mathematics test administered to students during the first three weeks of the third grade. Student scores on this test are used to measure student growth in performance when compared to the end-of-grade test results at the end of the third grade year in the areas of reading and mathematics. The pretest at grade 3 measures the knowledge and skills specified for grade 2 from the reading and mathematics goals and objectives of the North Carolina *Standard Course of Study*. The pretest was administered to more than 101,000 students in the beginning of the 1998-99 school year.
- Beginning in the 1992-93 school year, the North Carolina State Board of Education authorized administration of North Carolina-developed end-of-grade tests aligned with the *Standard Course of Study*. These state-normed tests were administered to over 569,000 students in grades 3 through 8 during the last three weeks of the 1998-99 school year.
- The North Carolina High School Comprehensive Test in reading and mathematics was first administered in 1997-98 to all students in grade 10. It assesses the English Language Arts and Mathematics competencies the typical student should master by the end of grade 10. The test is used to measure student growth in achievement in reading and mathematics since completion of grade 8. It was administered to more than 75,000 students in the last three weeks of April 1999.
- End-of-course tests measure achievement on curricular goals and objectives with an emphasis on higher-order thinking skills. Multiple choice tests were administered in Algebra I; Algebra II; Biology; Chemistry; Economic, Legal and Political Systems (ELP); English I; Geometry; Physical Science; Physics and U.S. History to over 631,000 students within the last two weeks of instruction during the 1998-99 school year.

Grade 3 Pretest Findings

- *Achievement Level III or Above*. These results show that 67.4 percent of students entering third grade scored at or above Achievement Level III on the *reading* pretest while 74.7 percent scored at or above Achievement Level III on the *mathematics* pretest. The percent of students scoring at or above Achievement Level III on the grade 3 reading pretest in 1998-99 increased 2.1 percentage points from 1997-98. The percent of students scoring at or above Achievement Level III on the grade 3 mathematics pretest in 1998-99 increased 3.2

percentage points from 1997-98.

- *Mean Scale Scores*. In these data, the grade 3 reading pretest mean scale score increased from 137.7 in 1997-98 to 138.1 in 1998-99. The grade 3 mathematics pretest mean scale score increased from 130.2 in 1997-98 to 130.9 in 1998-99.
- *Gender*. A higher percentage of females than males performed at Achievement Level III or above in the grade 3 reading pretest and the grade 3 mathematics pretest.
- *Ethnicity*. Disparities in performance among subgroups were noted in these results. In *reading*, the American Indian (53.7%), Black (53.8%), and Hispanic (54.1%) subgroups had lower percentages performing at Achievement Level III or above than the Multi-Racial (70.5%), Asian (73.0%) and White (74.8%) subgroups in these data. In *mathematics*, the Black (60.8%), American Indian (61.3%), and Hispanic (64.8%) subgroups had lower percentages performing at Achievement Level III or above than the Multi-Racial (77.2%), White (82.1%), and Asian (83.8%) subgroups. In comparison to 1997-98, all subgroups have higher percentages of students performing at Achievement Level III or above in reading and mathematics in 1998-99, except for the Asian subgroup which decreased slightly.

End-of-Grade Findings

- *Achievement Level III or Above*. Data from 1998-99 suggest the percentage of students in grades 3-8 performing at Achievement Level III and above in both reading and mathematics continues to grow, from 52.9 percent in 1992-93 to an estimated 69.1 percent in 1998-99.
- *Mean Scale Scores*. In these data, mean scale scores for reading increased at least slightly from 1997-98 to 1998-99 at every grade level except grade 5 (remained the same). Mean scale scores for mathematics increased somewhat at every grade level. On average, student performance increased on end-of-grade testing every year.
- *Gender*. In 1998-99, a higher percentage of females (72.1%) than males (66.2%) scored at or above Achievement Level III in both reading and mathematics in grades 3-8 combined. Although the number of females and males performing at Achievement Level III continues to rise across the years, the females consistently outperform males in a trend established with the 1992-93 school year's testing.
- *Ethnicity*. Disparities in performance were present among subgroups. The Black (48.5%), Hispanic (55.5%), and American Indian (55.6%) subgroups had lower percentages performing at Achievement Level III or above in both reading and mathematics in grades 3-8 combined than the Multi-Racial (70.4%), Asian (75.0%) and White (79.2%) subgroups in these data. However, each subgroup had a higher percentage of students scoring at Achievement Level III or above than in 1997-98.

High School Comprehensive Findings

- *Achievement Level III or Above*. These results show that 61.1 percent of students taking the high school comprehensive test scored at or above Achievement Level III in *reading* while 61.4 percent scored at or above Achievement Level III in *mathematics*. The percent of students scoring at or above Achievement Level III on the high school comprehensive test in reading in 1998-99 increased 5.5 percentage points from 1997-98. The percent of students scoring at or above Achievement Level III on the high school comprehensive test in mathematics in 1998-99 increased 6.5 percentage points from 1997-98.

- *Mean Scale Scores*. In these data, the high school comprehensive mean scale score in *reading* increased from 163.3 in 1997-98 to 164.8 in 1998-99. The high school comprehensive mean scale score in *mathematics* increased from 174.3 in 1997-98 to 176.3 in 1998-99.

- *Gender*. A higher percentage of females than males performed at Achievement Level III or above in reading and mathematics. The percent of females at Achievement Level III or above in *reading* increased from 62.0 in 1997-98 to 65.8 in 1998-99. The percent of males at Achievement Level III or above in *reading* increased from 49.0 in 1997-98 to 56.3 in 1998-99. The percent of females at Achievement Level III or above in *mathematics* increased from 57.1 in 1997-98 to 62.4 in 1998-99. The percent of males at Achievement Level III or above in *mathematics* increased from 52.6 in 1997-98 to 60.4 in 1998-99.

- *Ethnicity*. Disparities in performance among subgroups were noted in these results. In *reading*, the Black (38.4%), American Indian (42.8%), and Hispanic (48.5%) subgroups had lower percentages performing at Achievement Level III or above than the Asian (60.2%), Multi-Racial (65.8%), and White (71.1%) subgroups. In *mathematics*, the Black (36.8%), American Indian (44.9%), and Hispanic (50.2%) subgroups had lower percentages performing at Achievement Level III or above than the Multi-Racial (60.5%), Asian (70.7%), and White (71.9%) subgroups. In comparison to 1997-98, all subgroup performance increased with the exception of the Asian subgroup performance in mathematics. In 1997-98, 73.3% of Asian students performed at Achievement Level III or above in mathematics in comparison to 70.7% in 1998-99.

End-of-Course Findings

- During the 1997-98 school year, school systems had the option of administering the end-of-course tests of Algebra II, Chemistry, Geometry, Physical Science, and Physics. Although statewide administrations of these tests were mandated for the 1998-99 school year, comparisons across years are not available.

- *Achievement Level III or Above*. Student performance at Achievement Level III or above in end-of-course tests increased in four of the five tests reported to the State in 1997-98. The comparison of results from 1997-98 to 1998-99 is as follows: Algebra I increased from 61.6% to 65.4%; Biology decreased from 59.0% to 57.7%; ELP increased from 66.9% to 67.4%; English I increased from 60.7% to 64.6%; and U.S. History increased from 49.6% to 51.0%.

- *Mean Scale Scores*. The mean scale score for Algebra I is 58.0; for Biology, 56.0; for ELP, 55.0; for English I, 54.5; and for U.S. History, 56.6. The mean scale scores from 1997-98 to 1998-99 increased with the exception of Biology. In 1997-98, the mean scale score for 78,804 students was 56.2. In 1998-99 the mean scale score for 76,872 students was 56.0.
- *Gender*. A higher percentage of females than males performed at Achievement Level III or above in Algebra I and English I. More males than females scored at or above Achievement Level III on Algebra II, Biology, Chemistry, ELP, Geometry, Physical Science, Physics, and U.S. History end-of-course testing.
- *Ethnicity*. Performance among subgroups varied while tending to be relatively consistent across subjects in these data. The Asian subgroup had the highest performance on Algebra I, Algebra II, Chemistry, and Physics. On Biology, ELP, English I, Geometry, Physical Science, and U.S. History, the White subgroup had the largest percentage scoring at Achievement Level III or above. On most of the end-of-course tests the Hispanic, American Indian, and Black subgroups had the lowest percentages of students performing at or above Achievement Level III. Generally, the Hispanic subgroup had somewhat better performance than the American Indian subgroup, which in turn had somewhat better performance than the Black subgroup.

Students with Limited English Proficiency

- Among students meeting the limited English proficiency requirement, the highest average performance was on Physics, with 68.8 percent scoring at Achievement Level III or above. Performance on Algebra I was very similar, with 68.3 percent scoring Level III or above. Algebra II (59.3%), Chemistry (46.0%), Geometry (39.2%), U.S. History (26.2%), ELP (25.0%), Biology (24.3%), English I (23.5%) and Physical Science (23.0%) test results showed lower percentages of these students scoring at Achievement Level III or above.

The 1998-99 North Carolina State Testing Results

Grade 3 Pretest, End-of-Grade, High School Comprehensive, and End-of Course
Multiple-Choice Tests

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Introduction

The 1998-99 North Carolina State Testing Results document provides information on student performance at the state, regional, and school system levels on the following multiple-choice tests administered as components of the 1998-99 North Carolina Testing Program: grade 3 pretest (reading and mathematics), end-of-grade tests (grades 3-8 in reading and mathematics), high school comprehensive test (grade 10 in reading and mathematics), and end-of-course tests (high school subjects). The figures and tables in this document were generated using student test data from the grade 3 pretest fall 1998 test administration; the end-of-grade spring 1999 test administration; the high school comprehensive spring 1999 test administration; and the end-of-course summer 1998, fall 1998, and spring 1999 test administrations. These test data were generated from raw data files provided by each local education agency (LEA), including charter schools. Some minor duplication for end-of-course test data can occur when students re-take courses and, therefore, are required to re-take the test. Test data were reconciled with school systems' test data through October 15, 1999 (the cutoff for the 1998-99 school year reporting.)

The general focus of the *State Testing Results* is on student *performance* on multiple-choice tests administered during the 1998-99 school year. However, many data are reported across years in order to show gains in student performance. Student *performance* and *growth* are the key components of the State Board of Education's ABCs of Public Education school-level accountability program. School-level accountability results are found in the *State Report Card*, which is published annually.

State and system-level results contained within this document may be used to make grade-to-grade, subject-to-subject, and year-to-year comparisons. In addition, comparisons of developmental scale scores of cohort groups as they move through grades 3-8 in reading and mathematics can be made. A variety of statistical descriptions, test scores, and formats have been used to present the aggregate student data. Mean scores, the percent of students identified at the four achievement levels, and the percent of students identified as Achievement Level III or above on the grade 3 pretest, end-of-grade tests in grades 3-8, the high school comprehensive test, or end-of-course tests are also presented. Information in this document may be used as a reference for school systems and schools interested in making similar comparisons, analyses, and reports.

In addition to the summary statistics, this document contains disaggregated test results for subgroups for the grade 3 pretest, end-of-grade tests, high school comprehensive test, and end-of-course multiple-choice tests. The state-level goal summary reports serve as a curriculum reference of student performance on the curriculum goals across grades and subjects. These results represent average student performance on the curriculum competencies measured in the revised North Carolina *Standard Course of Study*. The frequency distributions provide state-level summary statistics for 1998-99.

End-of-course testing began as a part of the North Carolina Testing Program in 1985-86 with the first Algebra I administration. Other high school subject tests were added over time until 1994-95 when the program included eleven tests: Algebra I; Algebra II; Biology; Chemistry; Economic, Legal, and Political Systems (ELP); English I; English II; Geometry; Physical Science; Physics; and U.S. History. In 1995-96 under the ABCs plan, end-of-course tests were reduced to include Algebra I, Biology, ELP, English I, and U.S. History. For the 1998-99 school year, the following ten end-of-course tests were mandated: Algebra I; Algebra II;

Biology; Chemistry; Economic, Legal, and Political Systems (ELP); English I; Geometry; Physical Science; Physics; and U.S. History.

End-of-grade testing was implemented initially in 1992-93 when more challenging assessment strategies replaced the California Achievement Tests (1978-92). During the 1997-98 school year, end-of-grade tests administered as a component of the statewide accountability program included reading and mathematics multiple-choice tests in grades 3 through 8.

The administration of the North Carolina Pretest-Grade 3 began in 1996-97. The High School Comprehensive Test began as a part of the North Carolina Testing Program in 1997-98.

The purpose of this publication is to provide a longitudinal, comprehensive compendium of test results from grade 3 pretest, end-of-grade tests in grades 3-8, high school comprehensive test, and end-of-course multiple-choice tests from 1991 to 1999 with a focus on reports of the 1998-99 school year performance. As the public schools of North Carolina continue to implement the ABCs of public education, the *State Testing Results* documents student performance and provides the reader an opportunity to develop an overall perspective on absolute student achievement in North Carolina.

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**Figure 1. 1996-97 to 1998-99 Grade 3 Pretest Multiple-Choice Results
Percent of Students at Each Achievement Level in Reading**

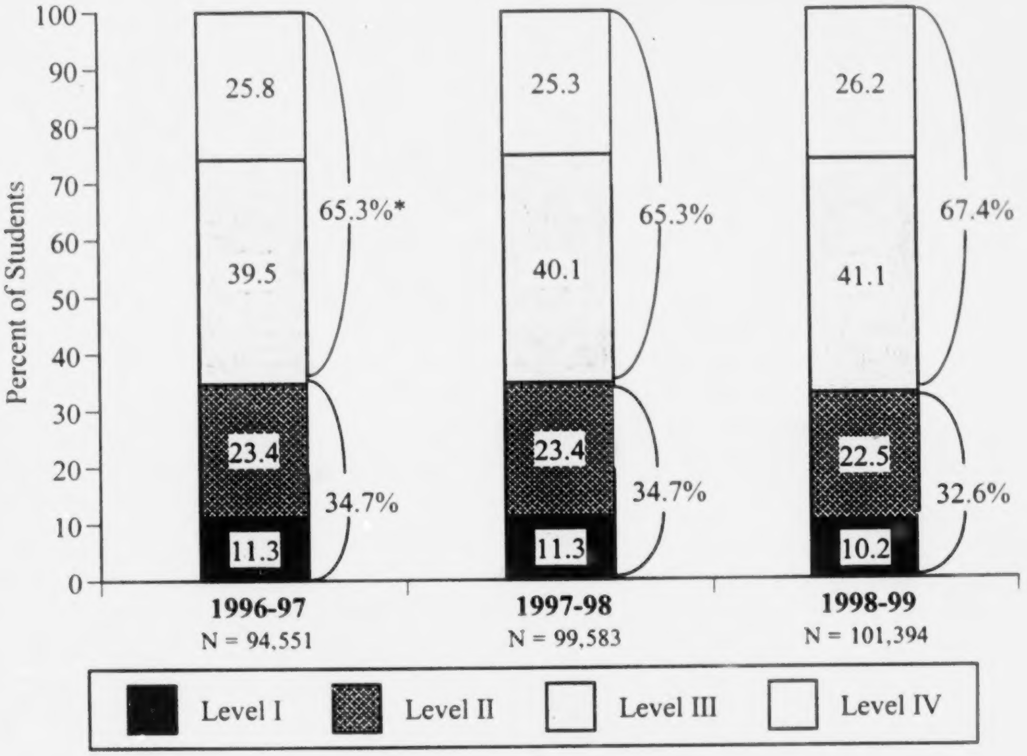
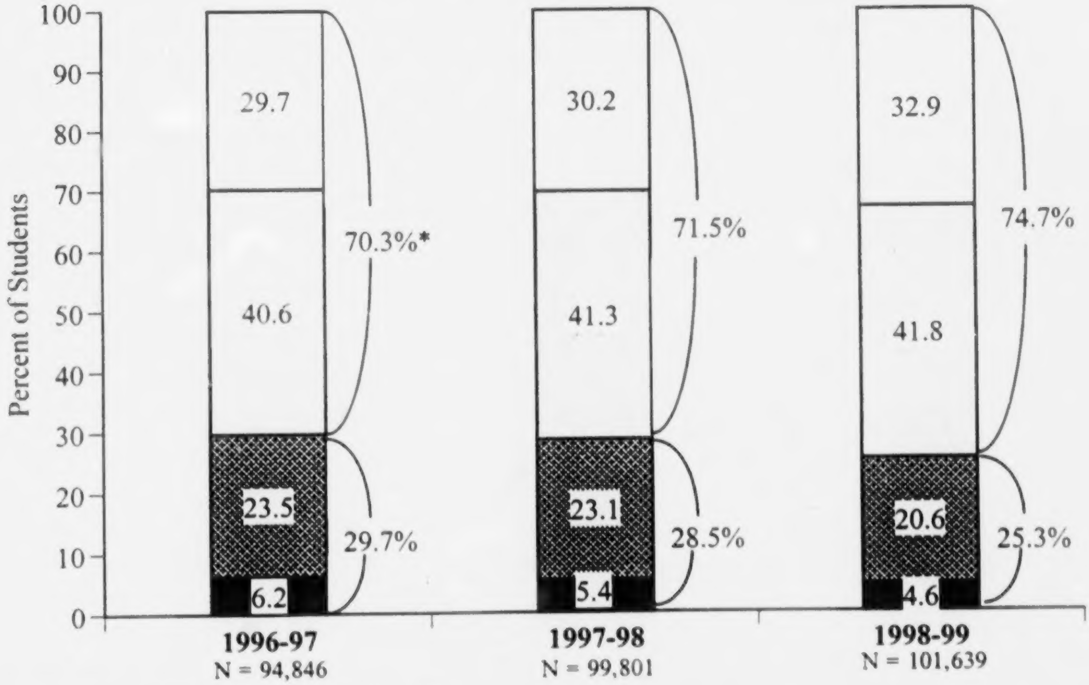


**Figure 2. 1996-97 to 1998-99 Grade 3 Pretest Multiple-Choice Results
Percent of Students at Each Achievement Level in Mathematics**



Notes: Due to rounding, data for some years may not add to 100%.
*Level I/II and Level III/IV percents are calculated based on actual N-counts and are not the sum of each percent.
Data received from LEAs after October 15, 1999 are not included in these figures.

Figure 3. 1992-93 to 1998-99 End-of-Grade Multiple-Choice Test Results
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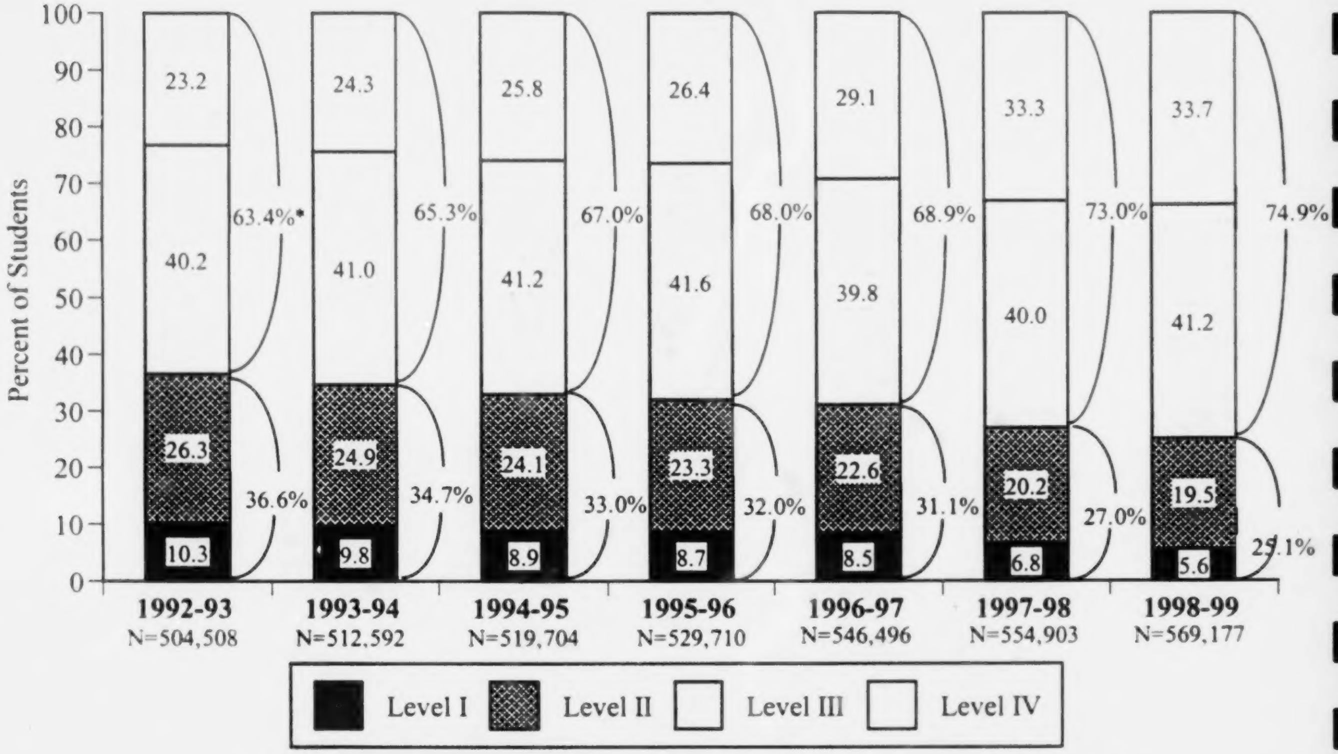
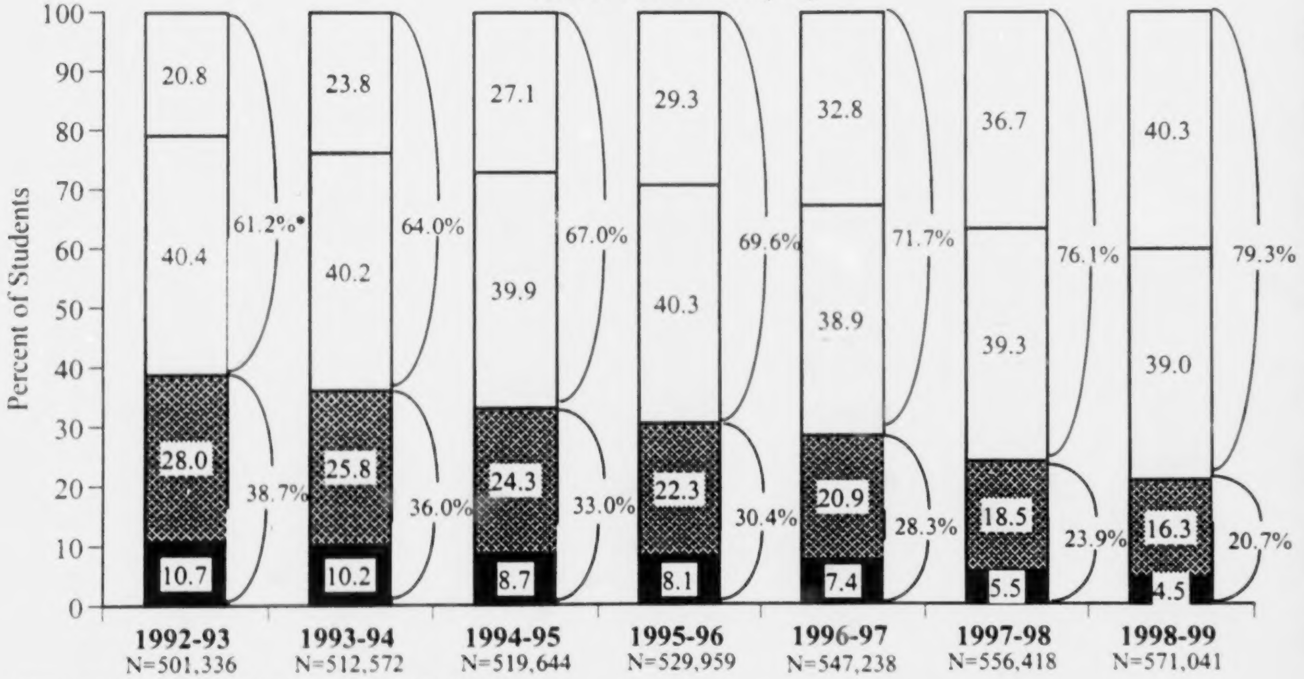


Figure 4. 1992-93 to 1998-99 End-of-Grade Multiple-Choice Test Results
Percent of Students at Each Achievement Level in Mathematics
Across All Grades (3-8)



Notes: Due to rounding, data for some years may not add to 100%.
*Level I/II and Level III/IV percents are calculated based on actual N-counts and are not the sum of each percent.
Data received from LEAs after October 15, 1999 are not included in these figures.

Figure 5. 1992-93 to 1998-99 End-of-Grade Multiple-Choice Test Results
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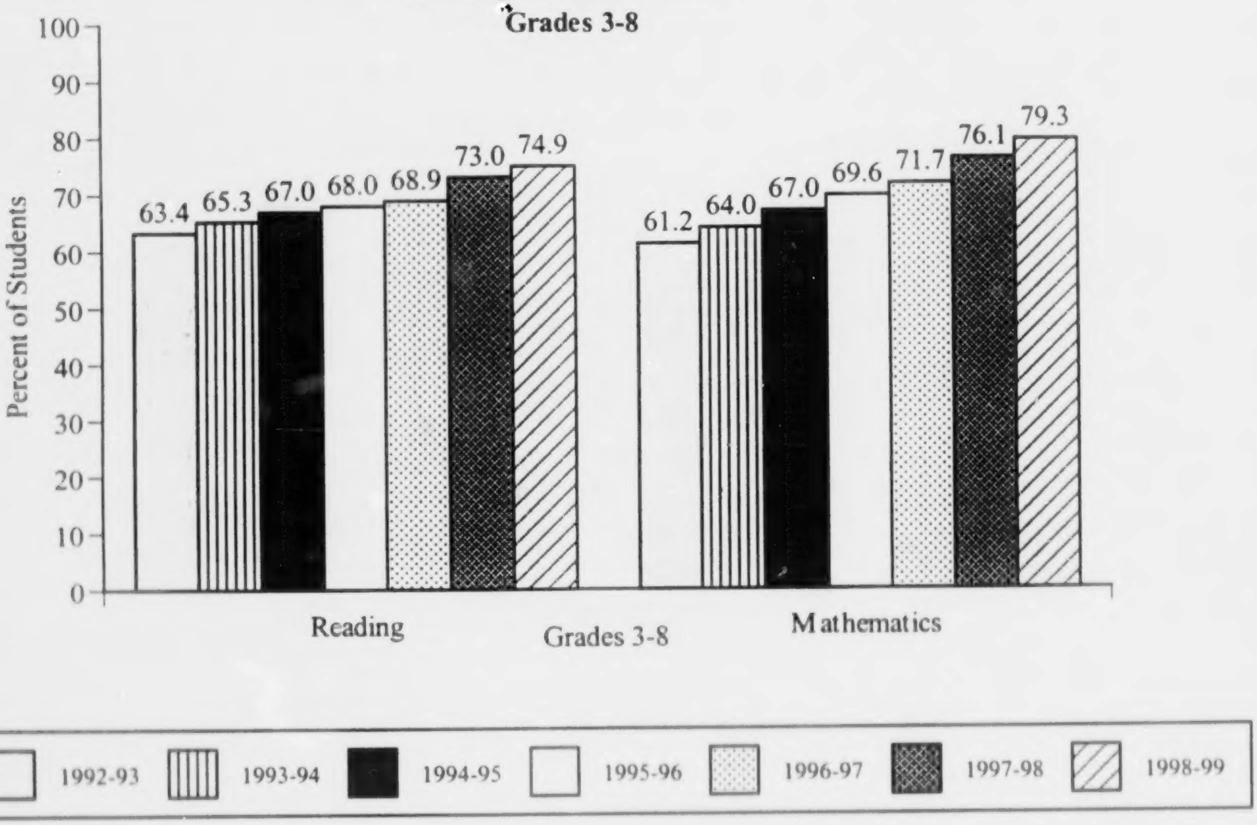

Figure 6. 1992-93 to 1998-99 End-of-Grade Multiple-Choice Test Results
Percent of Students at or Above Level III in Both Reading and Mathematics
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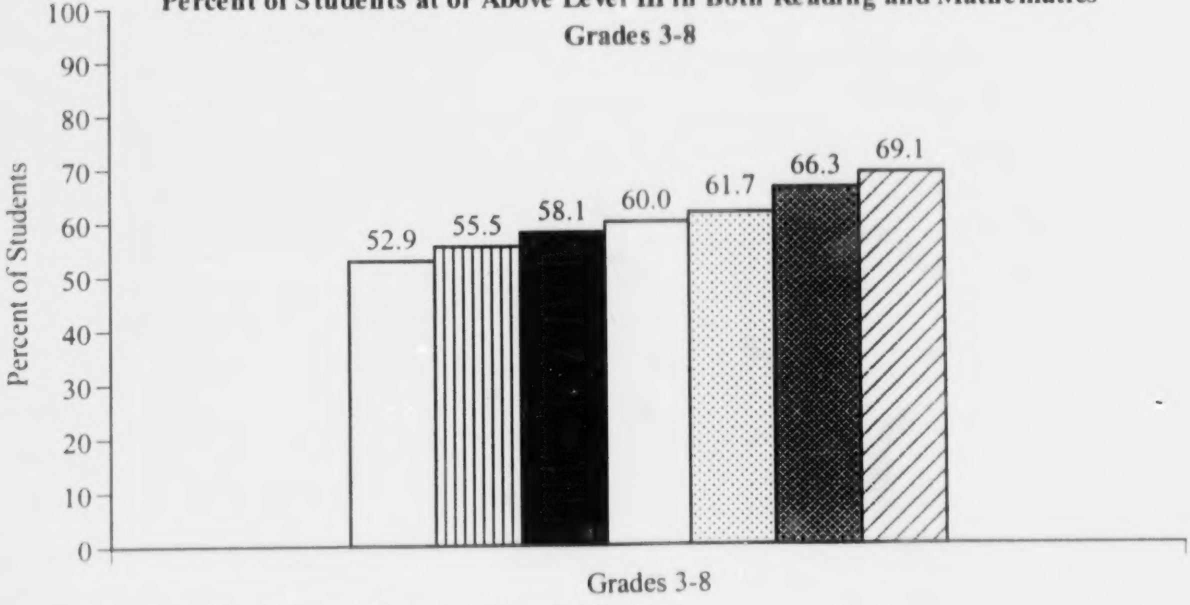

Note: Data received from LEAs after October 15, 1999 are not included in these figures.

Figure 7. 1992-93 to 1998-99 End-of-Grade Multiple-Choice Test Results
Percent of Students at or Above Level III in Both Reading and Mathematics
Grades 3-8

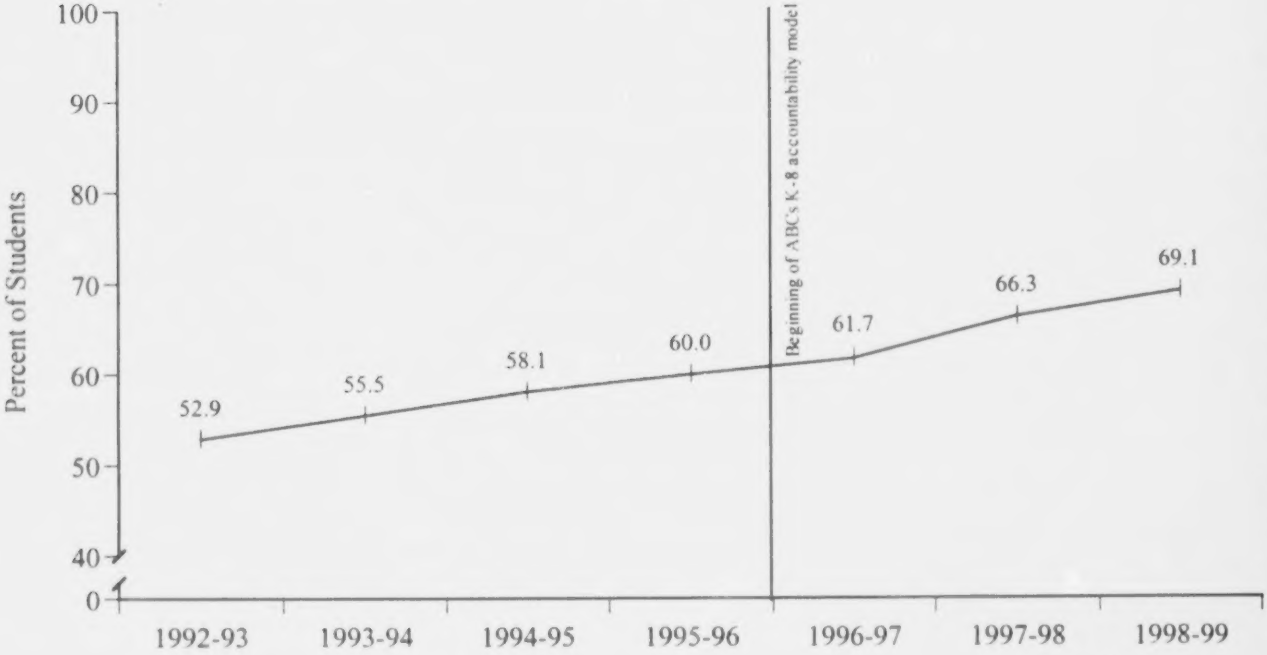

Figure 8. 1992-93 to 1998-99 End-of-Grade Multiple-Choice Test Results
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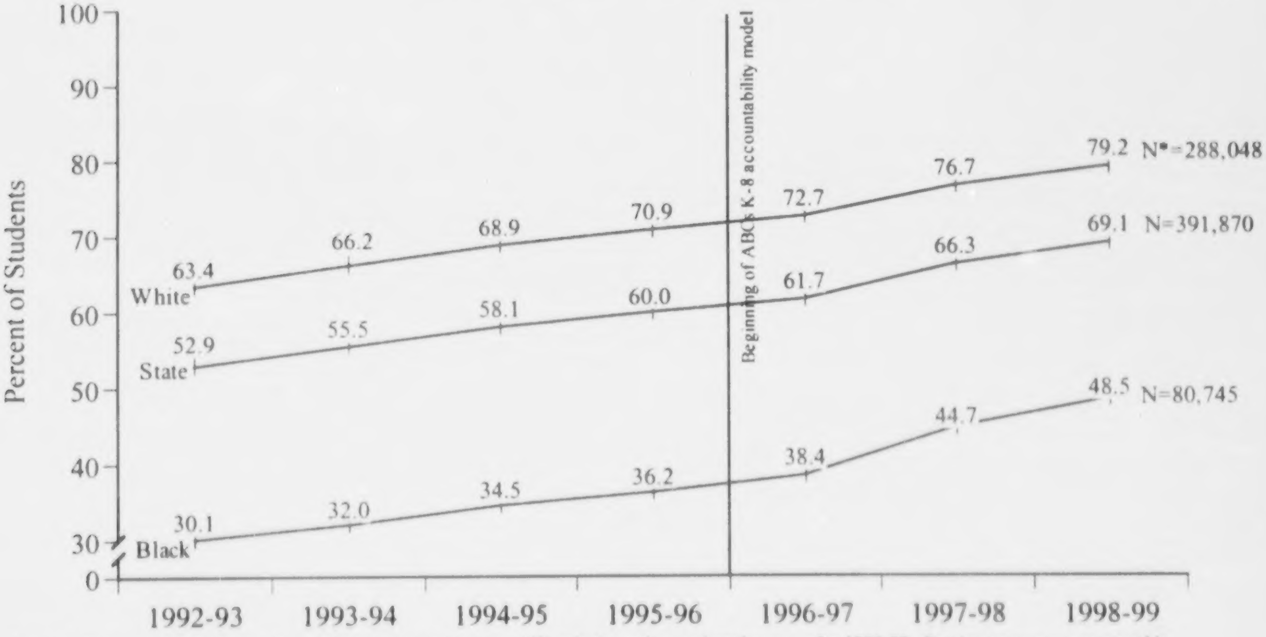

Notes: *N counts equal the number of students at or above level III in both reading and mathematics for 1998-99. Previous years are comparable.
The inclusion of Black and White ethnic groups in this figure reflects their status as the largest ethnic groups in the state.
Data received from LEAs after October 15, 1999 are not included in these figures.

Figure 9. 1992-93 to 1998-99 End-of-Grade Multiple-Choice Test Results
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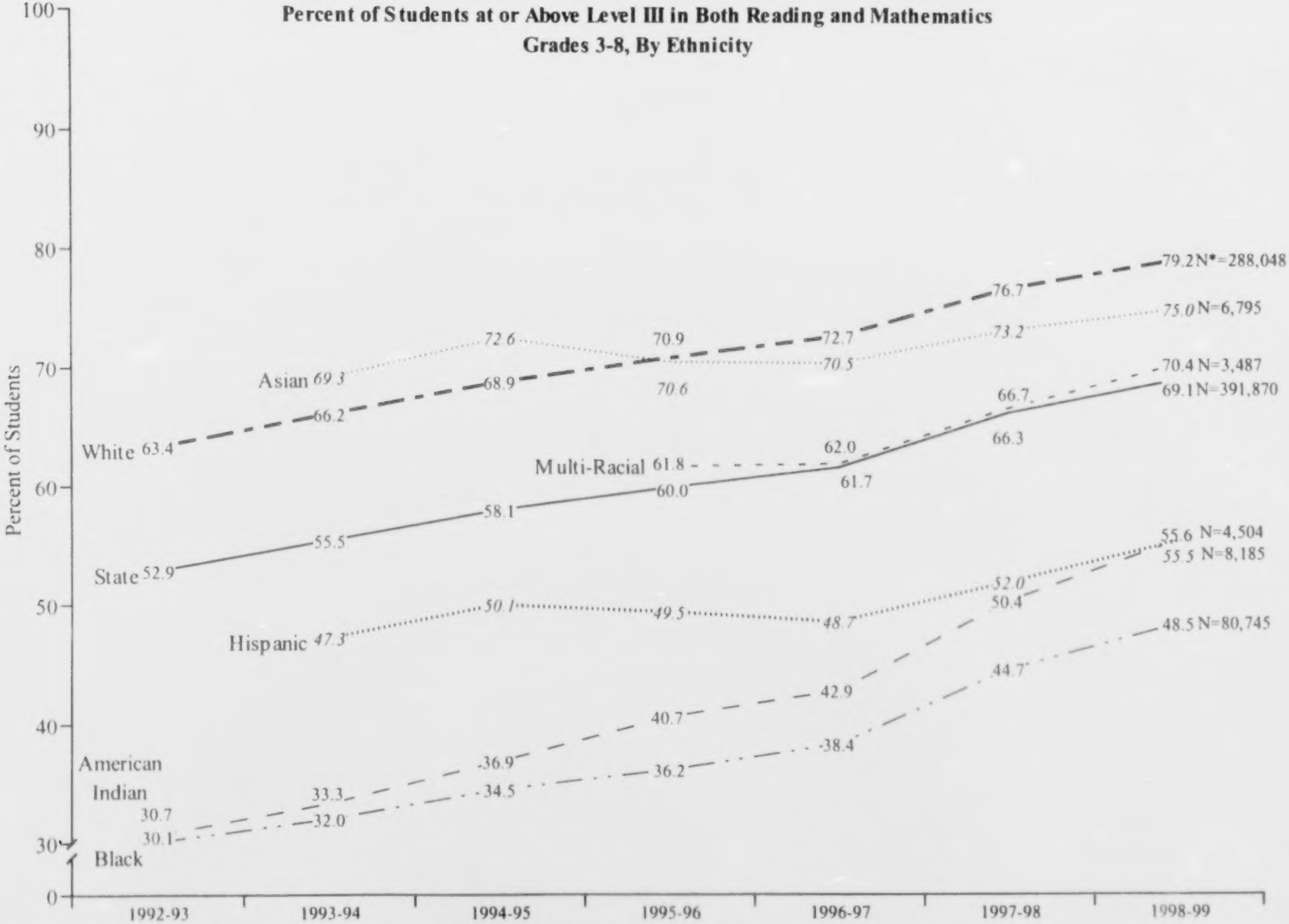


Notes: *N counts equal the number of students at or above level III in both reading and mathematics for 1998-99. Previous years are comparable. Asian and Hispanic results were not reported in 1992-93. Multi-Racial results were not reported in 1992-93, 1993-94, and 1994-95. Data received from LEAs after October 15, 1999 are not included in this figure.

Figure 10. 1998-99 End-of-Grade Multiple-Choice Test Results
Minimum, Maximum, Median, and Mean Reading Scale Scores
Grades 3-8

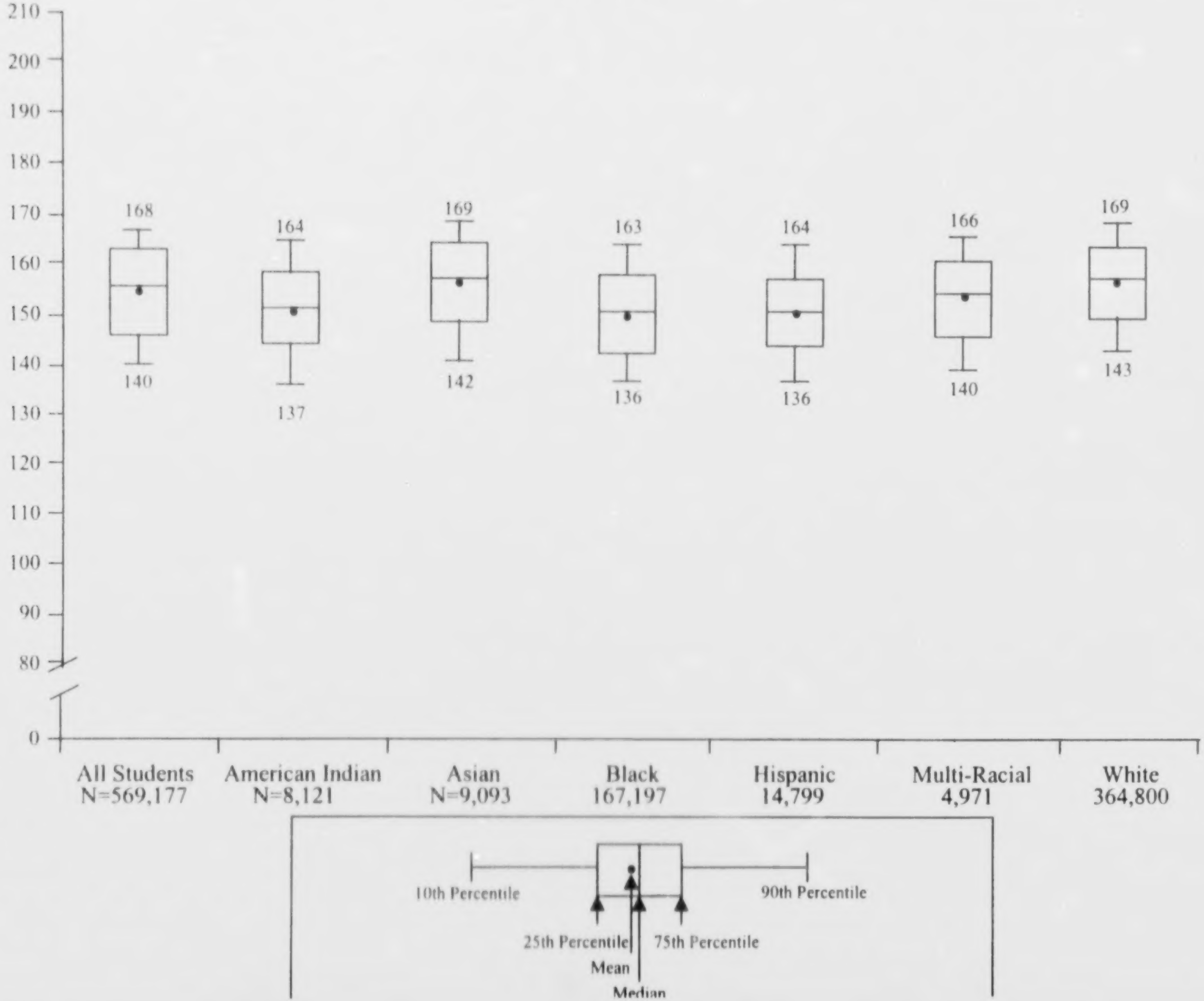


Figure 11. 1998-99 End-of-Grade Multiple-Choice Test Results
Minimum, Maximum, Median, and Mean Mathematics Scale Scores
Grades 3-8

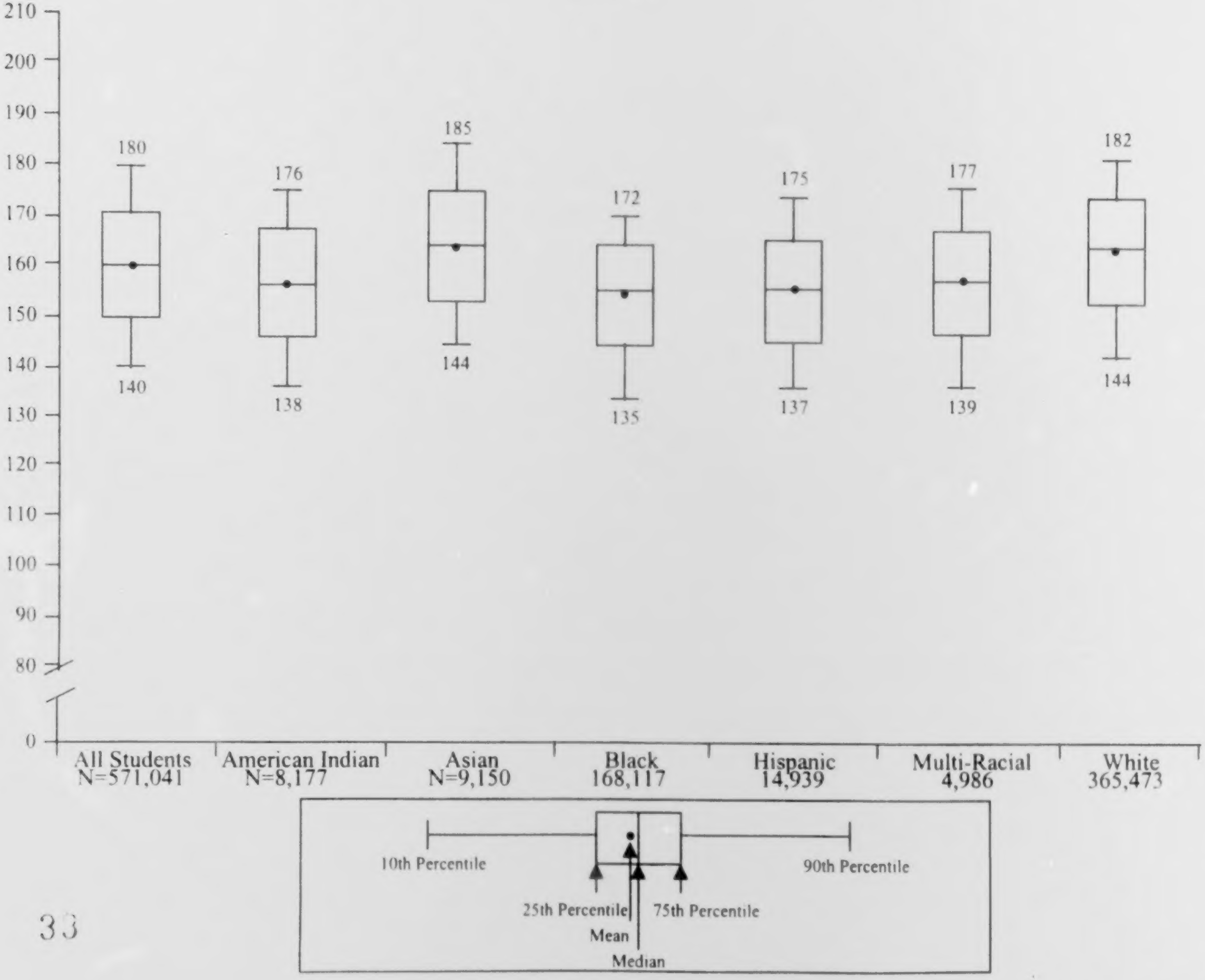
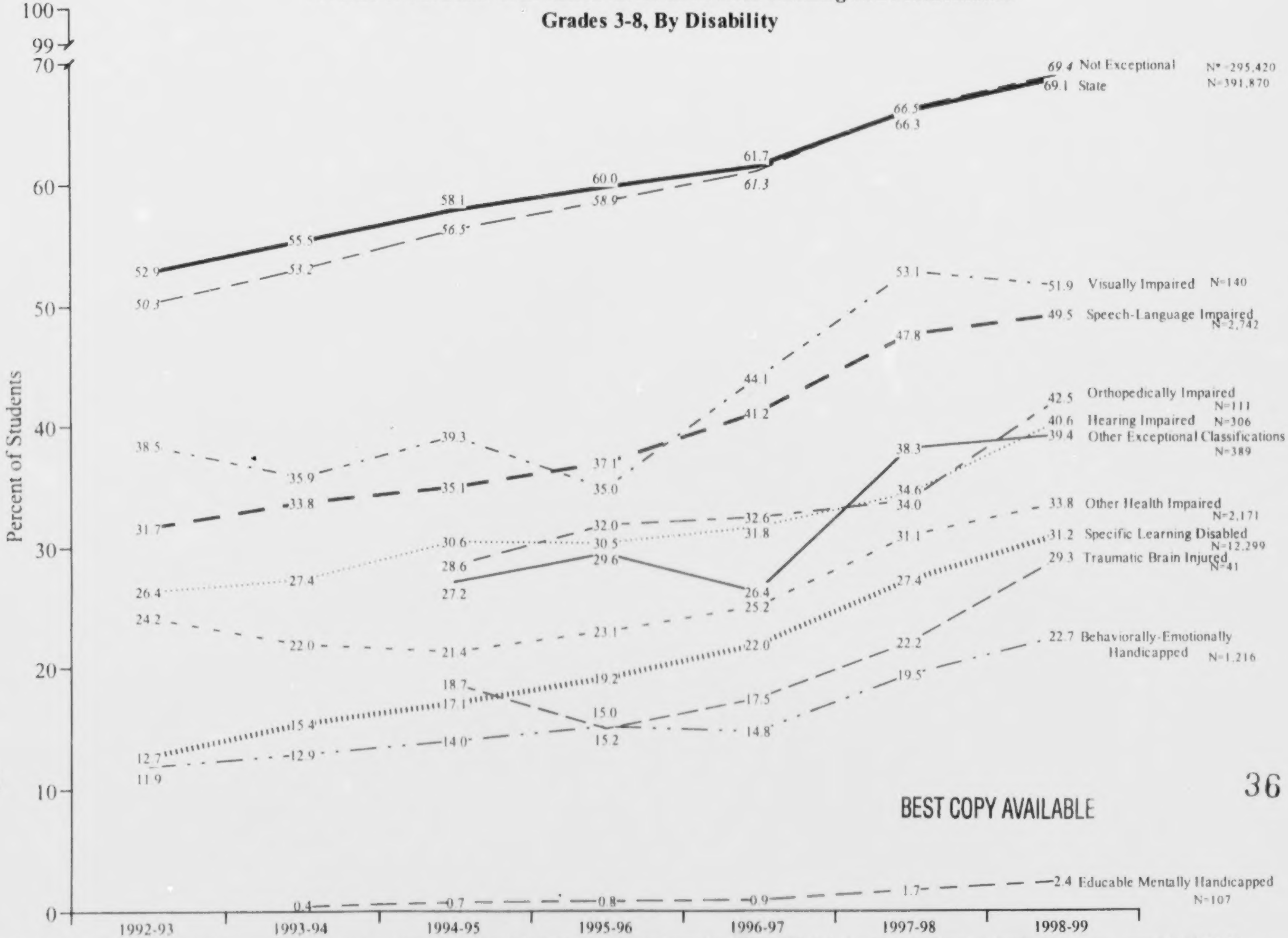


Figure 12. 1992-93 to 1998-99 End-of-Grade Multiple-Choice Test Results
Percent of Students at or Above Level III in Both Reading and Mathematics
Grades 3-8, By Disability



Notes: Orthopedically Impaired, Traumatic Brain Injured, and Other Exceptional Classifications were not reported in 1992-93 and 1993-94. Educable Mentally Handicapped was not reported in 1992-93.

Figure 13. 1997-98 to 1998-99 North Carolina High School Comprehensive Multiple-Choice Test Results
Percent of Students at Each Achievement Level in Reading

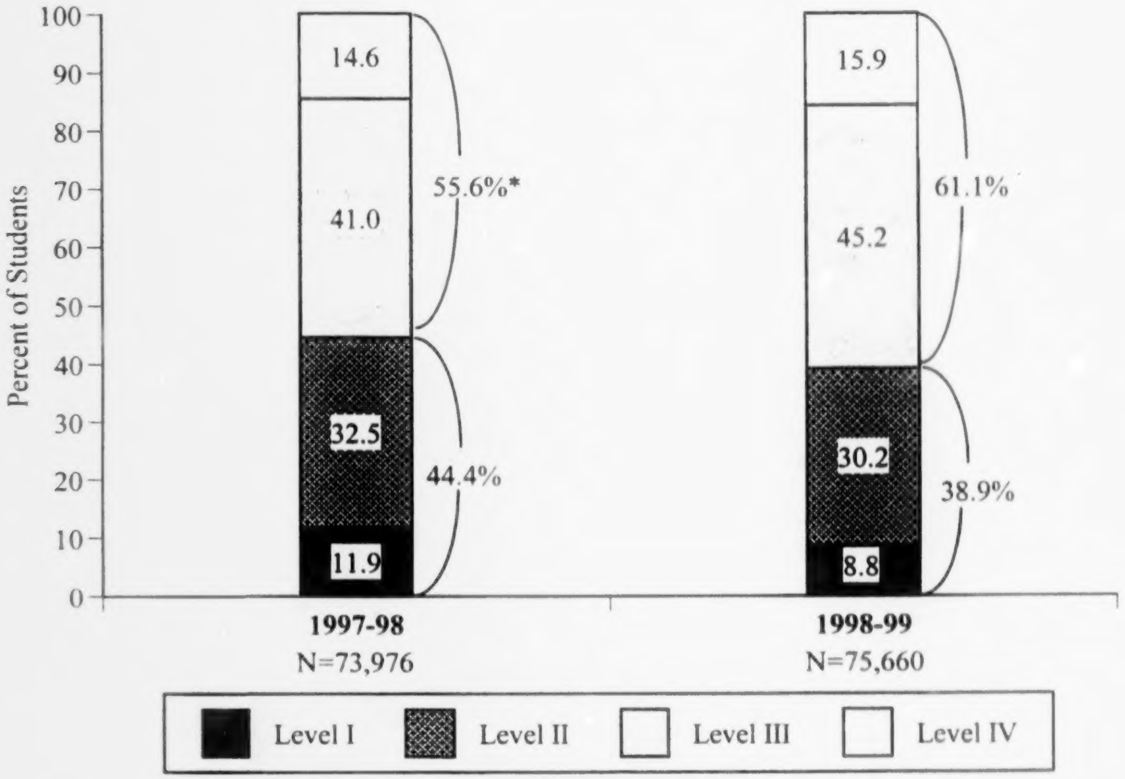
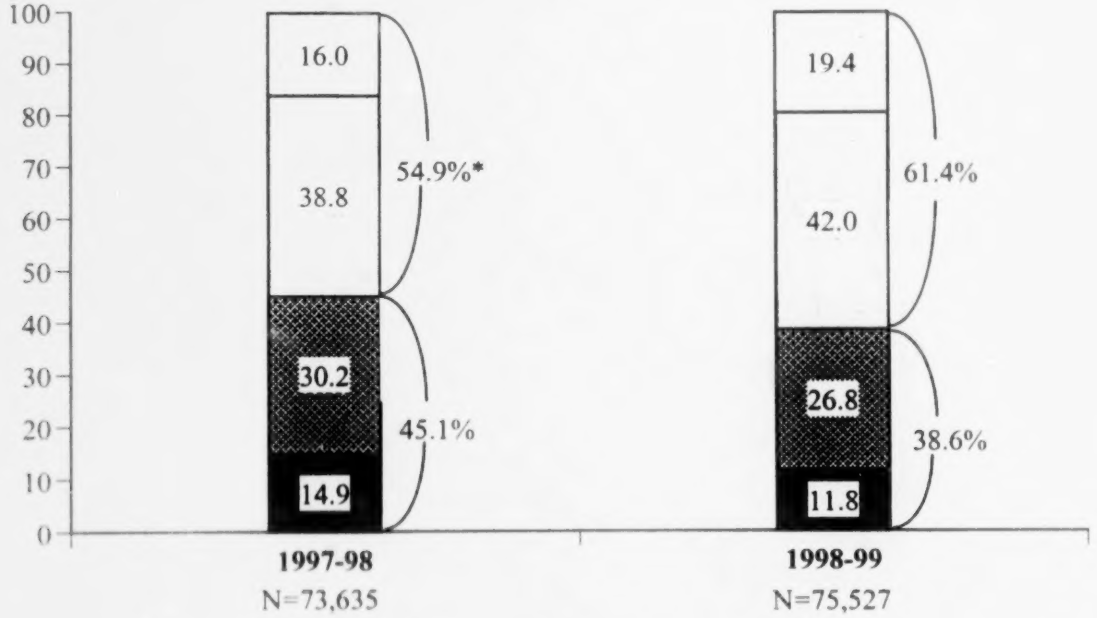
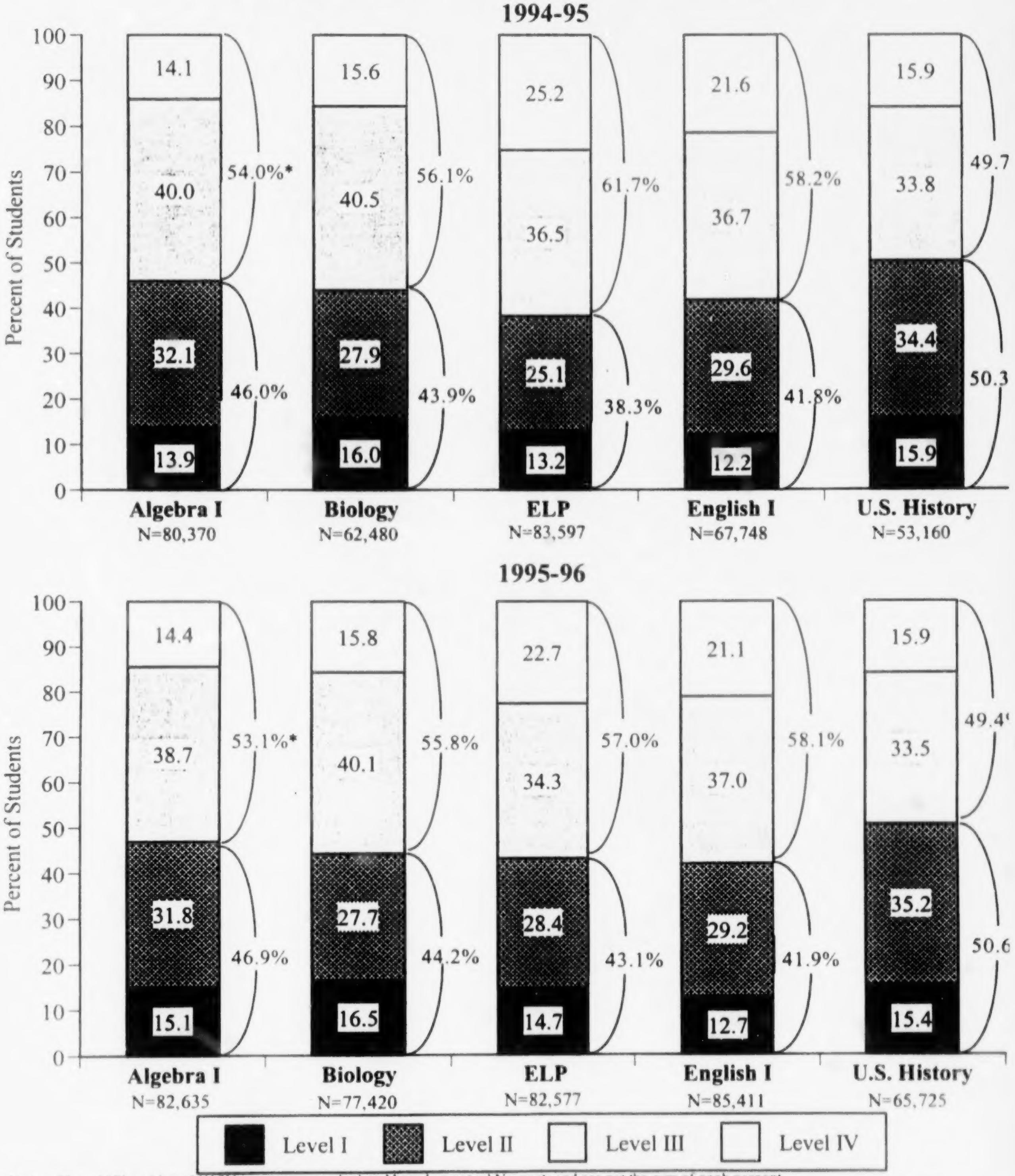


Figure 14. 1997-98 to 1998-99 North Carolina High School Comprehensive Multiple-Choice Test Results
Percent of Students at Each Achievement Level in Mathematics



Notes: Due to rounding, data for some years may not add to 100%.
*Level I/II and Level III/IV percents are calculated based on actual N-counts and are not the sum of each percent.
Data received from LEAs after October 15, 1999 are not included in this figure.

Figure 15. 1994-95 to 1998-99 End-of-Course Multiple-Choice Test Results Percent of Students at Each Achievement Level in the Ten Core Courses (Algebra I, Algebra II, Biology, Chemistry, ELP, English I, Geometry, Physical Science, Physics, and U.S. History)**



Notes: *Level I/II and Level III/IV percents are calculated based on actual N-counts and are not the sum of each percent.
**Beginning in the 1998-99 school year, Algebra II, Chemistry, Geometry, Physical Science, and Physics were mandated statewide. Data for these tests are not available for 1994-95 through 1997-98.
Due to rounding, data for some courses may not add to 100%.
Data received from LEAs after October 15, 1999 are not included in these figures.

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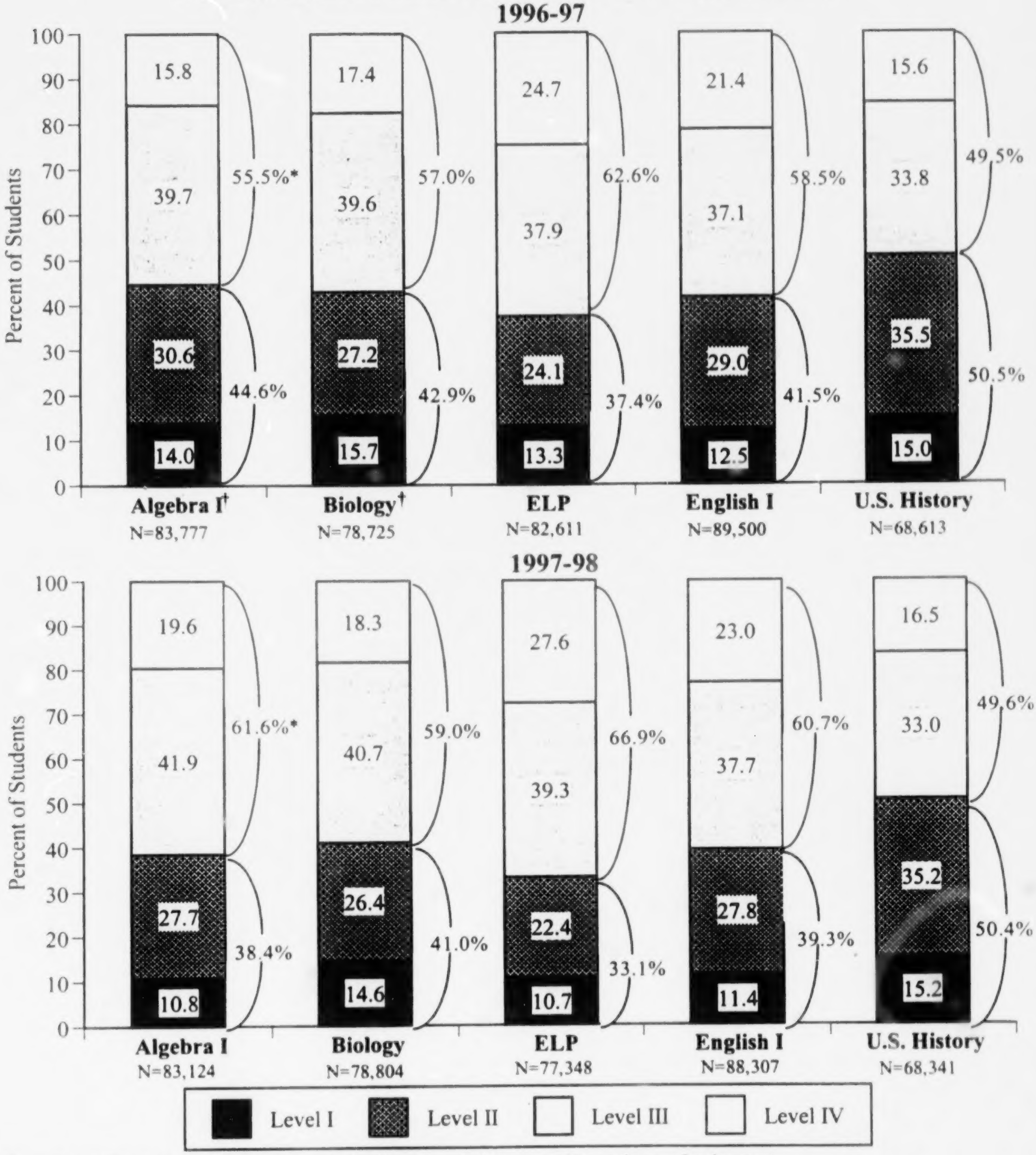
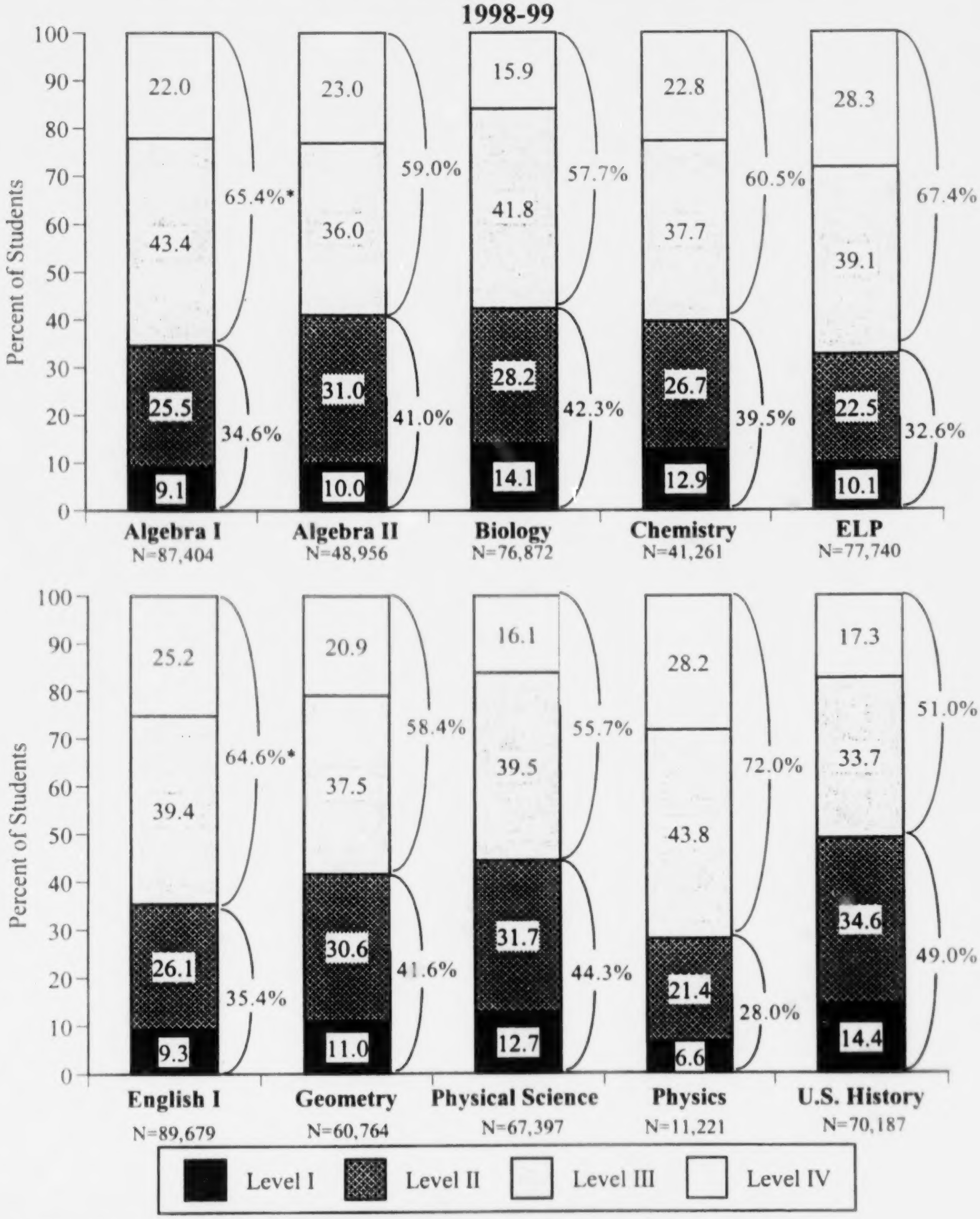
Figure 15. 1994-95 to 1998-99 End-of-Course Multiple-Choice Test Results Percent of Students at Each Achievement Level in the Ten Core Courses (Algebra I, Algebra II, Biology, Chemistry, ELP, English I, Geometry, Physical Science, Physics, and U.S. History) (continued)**



Notes: *Level I/II and Level III/IV percents are calculated based on actual N-counts and are not the sum of each percent.
**Beginning in the 1998-99 school year, Algebra II, Chemistry, Geometry, Physical Science, and Physics were mandated statewide. Data for these tests are not available for 1994-95 through 1997-98.
†Data for 1996-97 Algebra I and Biology reflect changes made after publication of the 1996-97 Report Card.
Due to rounding, data for some courses may not add to 100%.
Data received from LEAs after October 15, 1999 are not included in these figures.

Figure 15. 1994-95 to 1998-99 End-of-Course Multiple-Choice Test Results Percent of Students at Each Achievement Level in the Ten Core Courses (Algebra I, Algebra II, Biology, Chemistry, ELP, English I, Geometry, Physical Science, Physics, and U.S. History) (continued)**



Notes: *Level I/II and Level III/IV percents are calculated based on actual N-counts and are not the sum of each percent.
**Beginning in the 1998-99 school year, Algebra II, Chemistry, Geometry, Physical Science, and Physics were mandated statewide. Data for these tests are not available for 1994-95 through 1997-98.
Due to rounding, data for some courses may not add to 100%.
Data received from LEAs after October 15, 1999 are not included in these figures.

Figure 16. 1994-95 to 1998-99 End-of-Course Multiple-Choice Test Results
Percent of Students at or Above Level III
by Course**

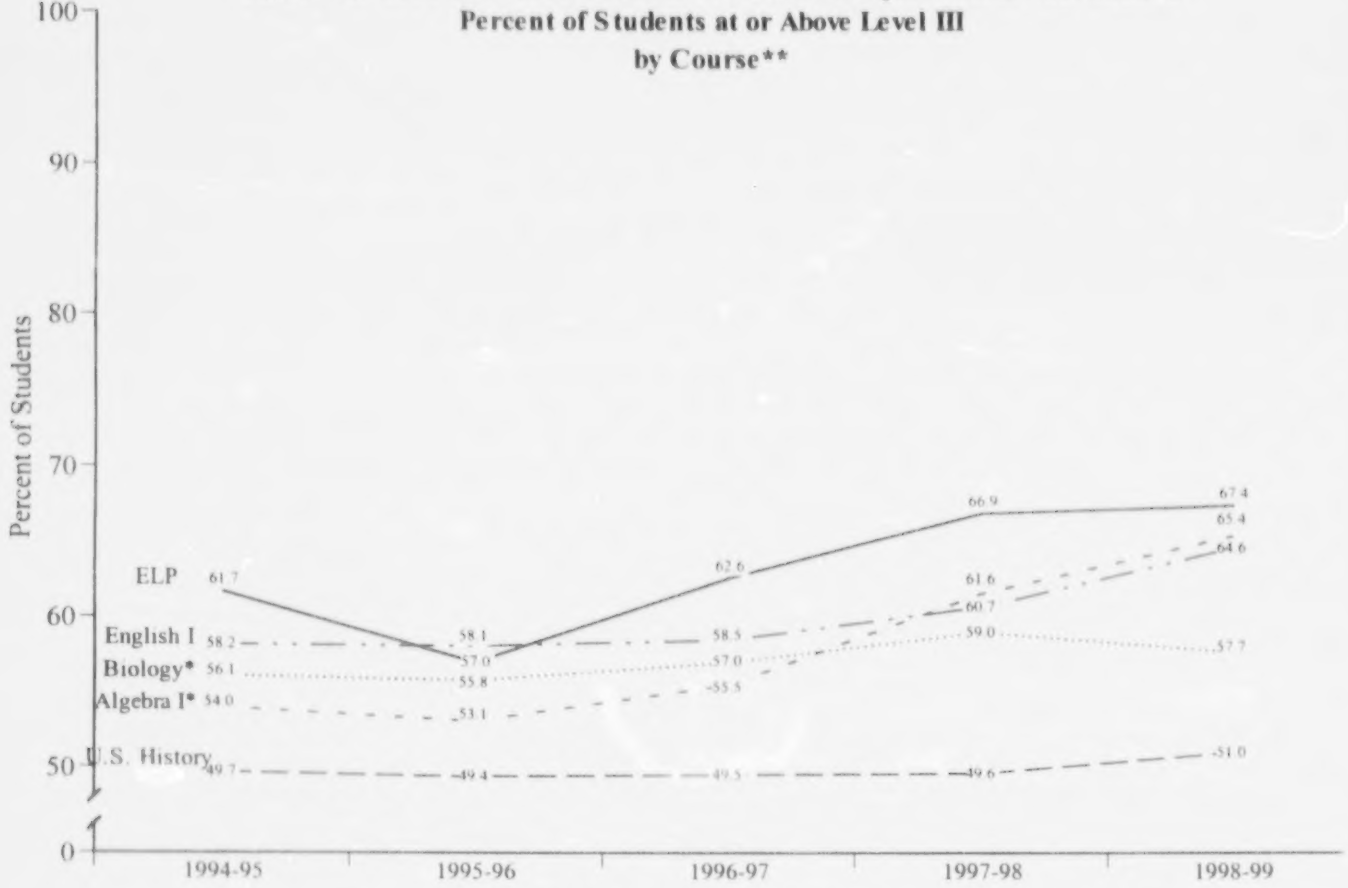
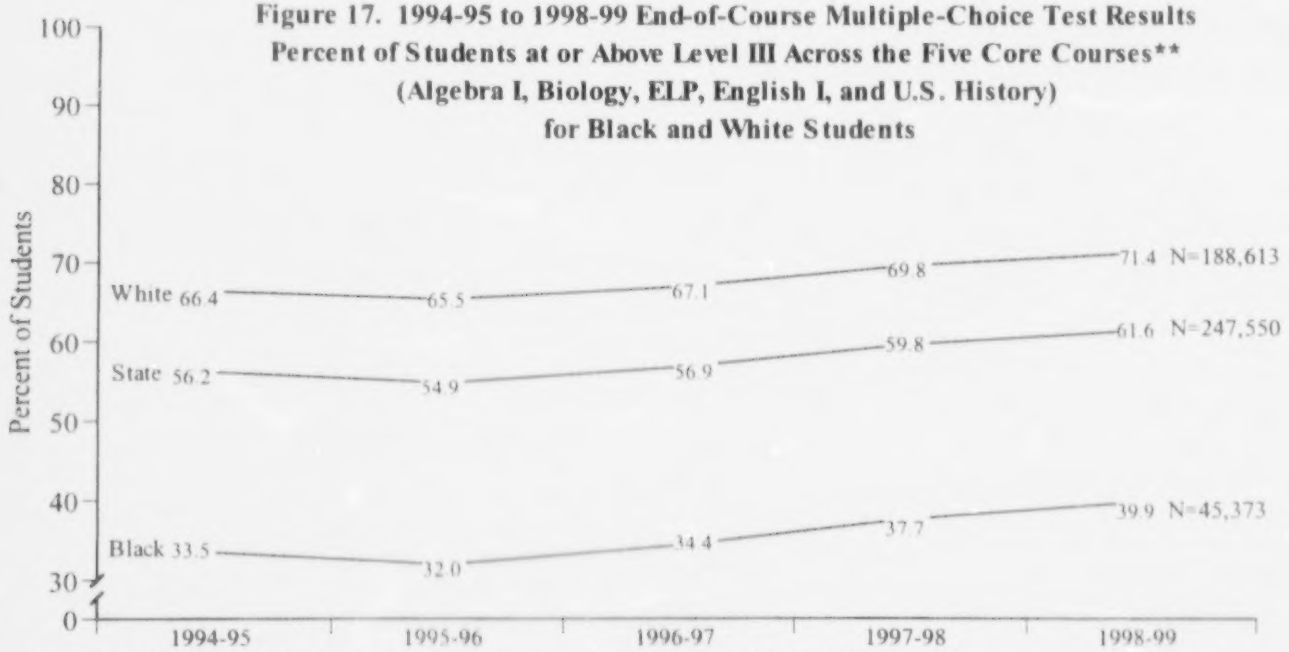


Figure 17. 1994-95 to 1998-99 End-of-Course Multiple-Choice Test Results
Percent of Students at or Above Level III Across the Five Core Courses**
(Algebra I, Biology, ELP, English I, and U.S. History)
for Black and White Students



Notes: *Data for 1996-97 Algebra I and Biology reflect changes made after publication of the 1996-97 Report Card.
**As of 1998-99, five additional courses were mandated. Since there is no data available from 1994-95 through 1997-98 for these five courses, they are not included in these figures.
The inclusion of Black and White ethnic groups in this figure reflects their status as the largest ethnic groups in the state.
N counts equal the number of students at or above level III across the five courses for 1998-99. Previous years are comparable.
Data received from LEAs after October 15, 1999 are not included in these figures.

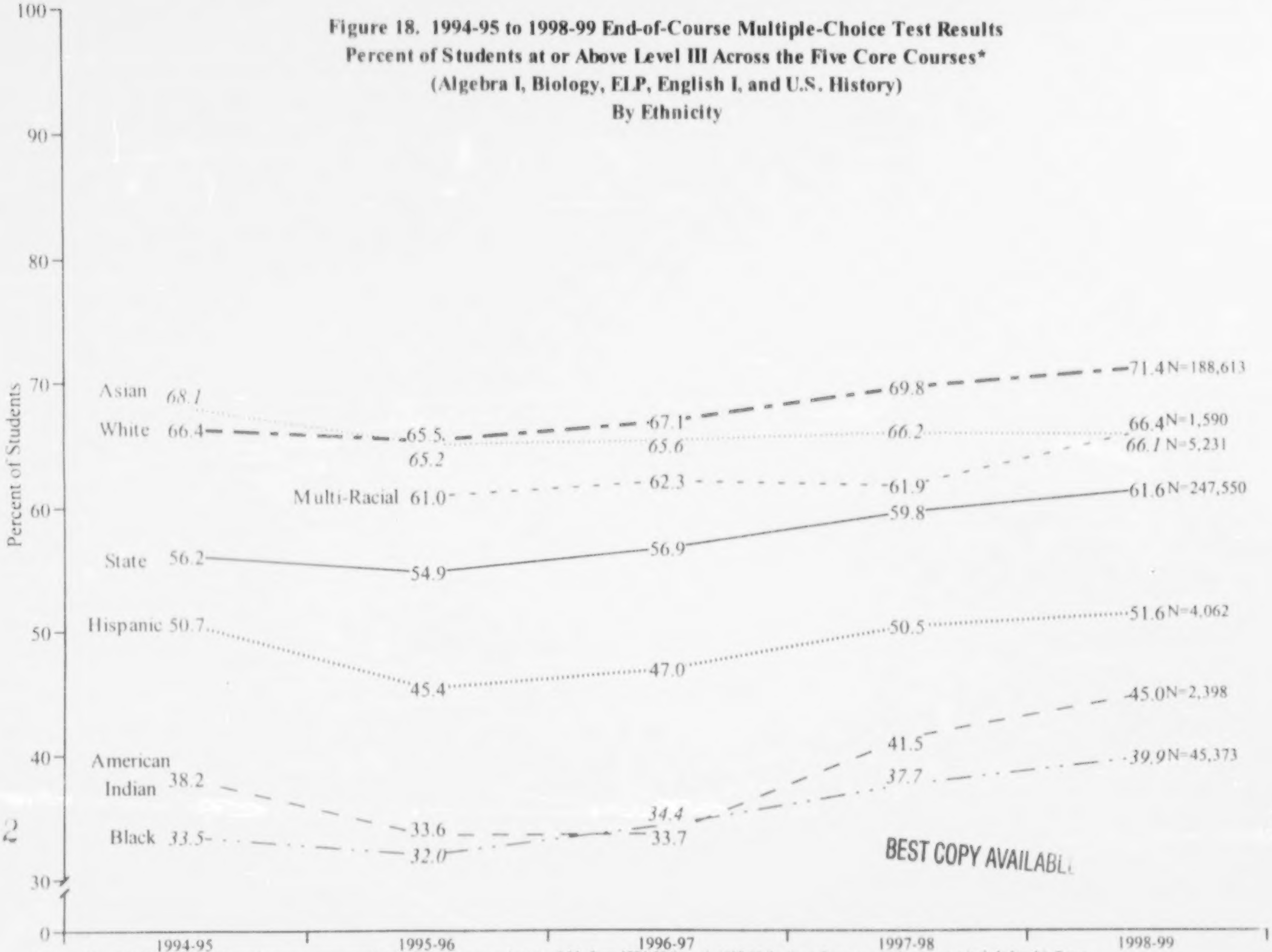


Figure 18. 1994-95 to 1998-99 End-of-Course Multiple-Choice Test Results Percent of Students at or Above Level III Across the Five Core Courses* (Algebra I, Biology, ELP, English I, and U.S. History) By Ethnicity

Notes *As of 1998-99, five additional courses were mandated. Since there is no data available from 1994-95 through 1997-98 for these five courses, they are not included in this figure.

Data for 1996-97 Algebra I and Biology reflect changes made after publication of the 1996-97 Report Card.

Multi-Racial results were not reported in 1994-95.

N counts equal the number of students at or above level III across the five core courses for 1998-99. Previous years are comparable.

Data received from LEAs after October 15, 1999 are not included in this figure.

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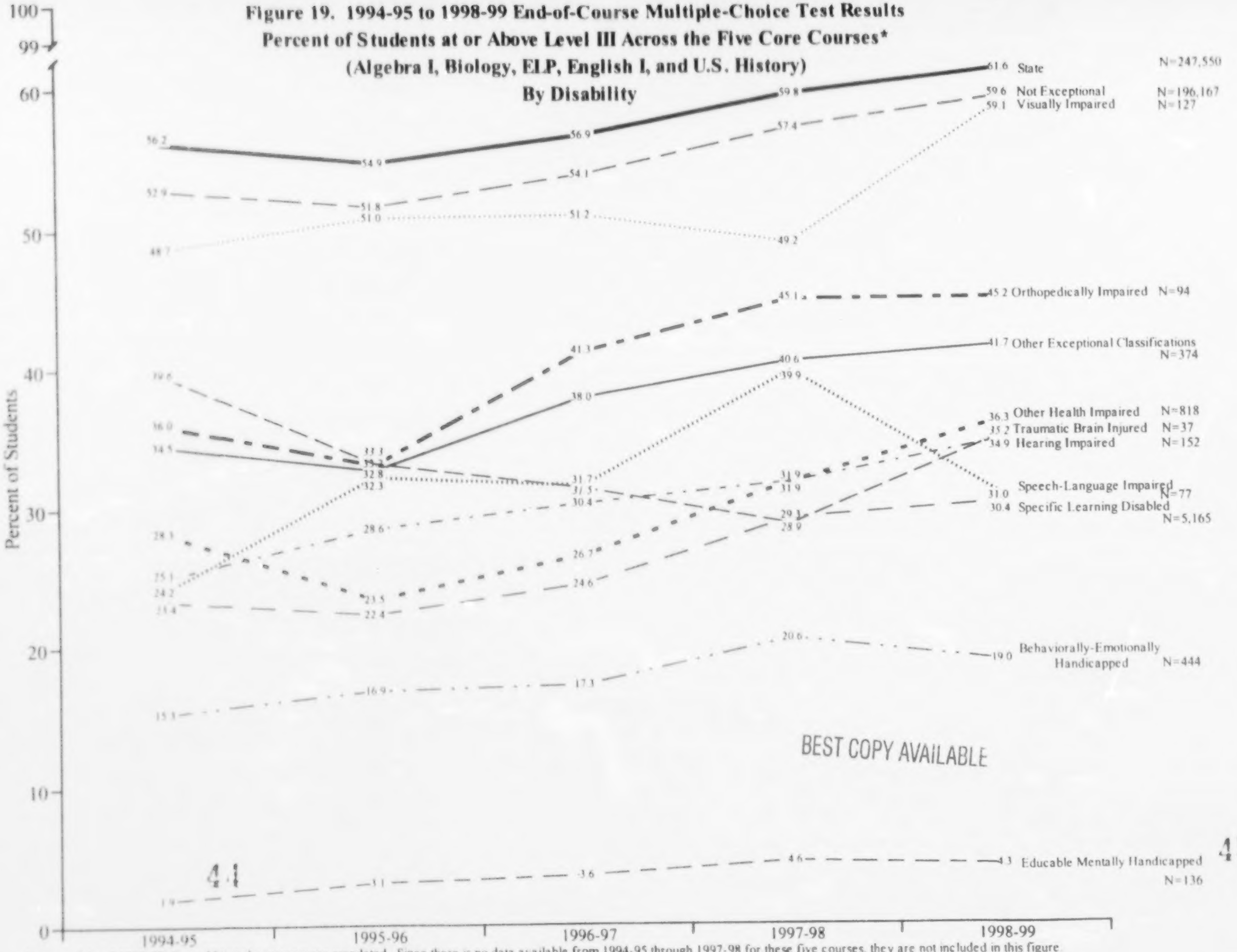
Figure 19. 1994-95 to 1998-99 End-of-Course Multiple-Choice Test Results Percent of Students at or Above Level III Across the Five Core Courses* (Algebra I, Biology, ELP, English I, and U.S. History) By Disability



Notes: *As of 1998-99, five additional courses were mandated. Since there is no data available from 1994-95 through 1997-98 for these five courses, they are not included in this figure.
Data for 1996-97 Algebra I and Biology reflect changes made after publication of the 1996-97 Report Card.
N counts equal the number of students at or above level III across the five core courses for 1998-99. Previous years are comparable.

Grade 3 Pretest Results

Table 1. 1996-97 to 1998-99 Grade 3 Pretest Multiple-Choice Results
Statewide Summary

	Reading		Mathematics	
	Number Tested Mean Scale Score	Percent Students at Achievement Levels III, IV Standard Deviation	Number Tested Mean Scale Score	Percent Students at Achievement Levels III, IV Standard Deviation
1996-97	94,551 137.8	65.3% 8.6	94,846 130.0	70.3% 8.2
1997-98	99,583 137.7	65.3% 8.5	99,801 130.2	71.5% 8.0
1998-99	101,394 138.1	67.4% 8.5	101,639 130.9	74.7% 7.9

Note: Data received from LEAs after October 15, 1999 are not included in this table.

Table 2. 1996-97 to 1998-99 Grade 3 Pretest Multiple-Choice Results
Percent of Students at Each Achievement Level by Gender and Ethnicity
Reading

Achievement Levels		All Students	Female	Male	American Indian	Asian	Black	Hispanic	Multi-Racial	White
Level I Students performing at Achievement Level I do not have sufficient mastery of knowledge and skills in the subject area to be successful at the next grade level.	1997	11.3	8.8	13.7	17.6	8.4	17.4	16.0	12.2	8.2
	1998	11.3	8.9	13.7	17.8	7.3	17.5	17.9	10.5	7.9
	1999	10.2	7.7	12.5	15.2	7.7	15.3	14.4	8.7	7.4
Level II Students performing at Achievement Level II demonstrate inconsistent mastery of knowledge and skills in the subject area and are minimally prepared to be successful at the next grade level.	1997	23.4	20.6	26.2	31.7	18.7	32.3	33.9	23.1	18.8
	1998	23.4	20.8	25.9	30.4	19.6	32.2	30.6	21.9	18.7
	1999	22.5	20.0	24.8	31.1	19.3	30.8	31.5	20.8	17.9
Level III Students performing at Achievement Level III consistently demonstrate mastery of the grade level subject matter and skills and are well-prepared for the next grade level.	1997	39.5	41.5	37.5	39.0	40.7	39.0	36.8	43.2	39.7
	1998	40.1	42.4	37.8	39.7	42.1	39.2	38.7	41.6	40.5
	1999	41.1	42.6	39.7	39.7	39.5	41.6	40.3	42.2	41.0
Level IV Students performing at Achievement Level IV consistently perform in a superior manner clearly beyond that required to be proficient at grade level work.	1997	25.8	29.1	22.7	11.7	32.2	11.3	13.4	21.5	33.3
	1998	25.3	27.9	22.7	12.1	31.1	11.1	12.8	25.9	32.8
	1999	26.2	29.6	23.0	14.0	33.6	12.3	13.8	28.3	33.7

Grade 3 Pretest Achievement Level Ranges - Reading

Level I	Level II	Level III	Level IV
119-127	128-132	133-144	145-162

Notes: Percents are rounded to the nearest tenth. Due to rounding, data may not add to 100%.

Data received from LEAs after October 15, 1999 are not included in this table.

Table 3. 1996-97 to 1998-99 Grade 3 Pretest Multiple-Choice Results
Percent of Students at Each Achievement Level by Gender and Ethnicity
Mathematics

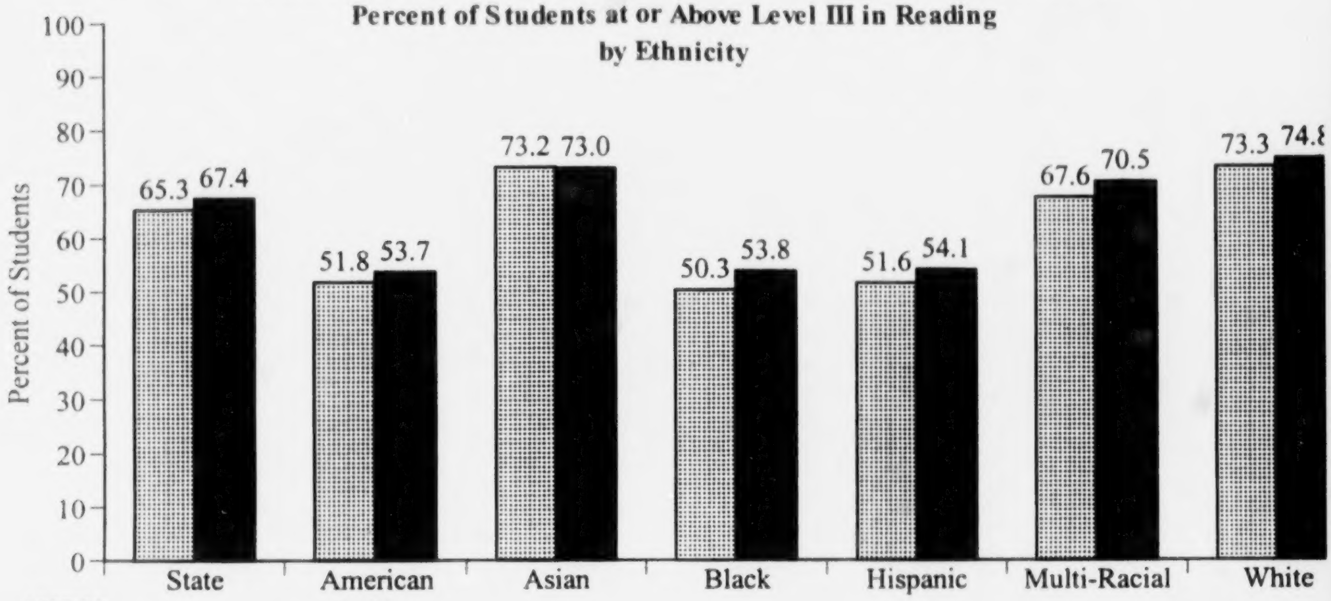
Achievement Levels		All Students	Female	Male	American Indian	Asian	Black	Hispanic	Multi-Racial	White
Level I Students performing at Achievement Level I do not have sufficient mastery of knowledge and skills in the subject area to be successful at the next grade level.	1997	6.2	5.4	6.9	8.6	2.6	10.9	9.7	5.2	3.8
	1998	5.4	4.7	6.1	7.6	2.8	9.6	7.4	4.0	3.3
	1999	4.6	4.0	5.2	7.5	1.8	8.3	6.7	4.7	2.7
Level II Students performing at Achievement Level II demonstrate inconsistent mastery of knowledge and skills in the subject area and are minimally prepared to be successful at the next grade level.	1997	23.5	22.5	24.6	37.2	16.4	35.4	32.0	24.7	17.5
	1998	23.1	22.2	24.0	33.8	16.2	34.3	33.2	23.5	17.1
	1999	20.6	19.5	21.7	31.1	14.4	31.0	28.5	18.1	15.1
Level III Students performing at Achievement Level III consistently demonstrate mastery of the grade level subject matter and skills and are well-prepared for the next grade level.	1997	40.6	41.6	39.5	41.2	40.0	41.8	42.9	44.0	39.9
	1998	41.3	42.6	40.0	43.5	38.4	44.1	43.1	45.3	39.8
	1999	41.8	42.9	40.8	43.5	40.5	46.1	46.3	44.3	39.5
Level IV Students performing at Achievement Level IV consistently perform in a superior manner clearly beyond that required to be proficient at grade level work.	1997	29.7	30.5	28.9	13.0	41.0	11.9	15.5	26.1	38.7
	1998	30.2	30.5	39.9	15.2	42.6	12.0	16.2	27.2	39.7
	1999	32.9	33.6	32.3	17.9	43.3	14.7	18.5	32.8	42.7

Grade 3 Pretest Achievement Level Ranges - Mathematics

Level I	Level II	Level III	Level IV
105-117	118-125	126-134	135-154

Notes: Percents are rounded to the nearest tenth. Due to rounding, data may not add to 100%.
Data received from LEAs after October 15, 1999 are not included in this table.

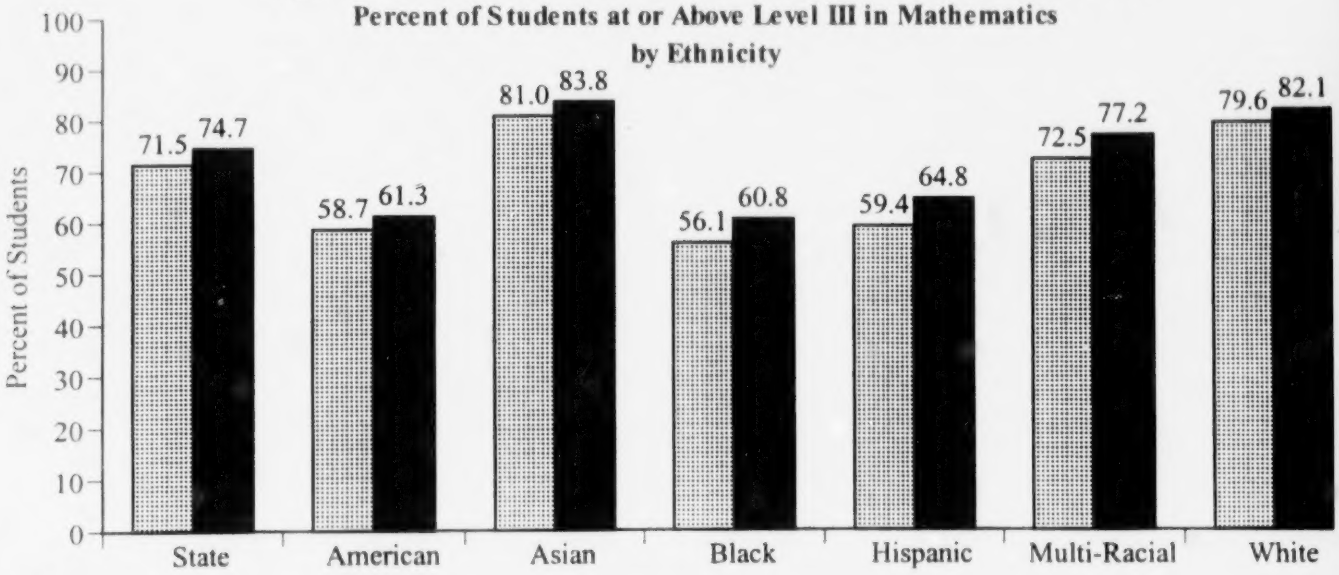
Figure 1. 1997-98 to 1998-99 Grade 3 Pretest Multiple-Choice Results Percent of Students at or Above Level III in Reading by Ethnicity



	State	American Indian	Asian	Black	Hispanic	Multi-Racial	White
1997-98							
N Tested	99,583	1,482	1,375	30,610	2,440	752	62,708
N Level III, IV	65,068	768	1,006	15,396	1,258	508	45,982
1998-99							
N Tested	101,394	1,487	1,538	30,994	2,928	1,169	63,153
N Level III, IV	68,313	799	1,123	16,690	1,583	824	47,208

▨ 1997-98 ■ 1998-99

Figure 2. 1997-98 to 1998-99 Grade 3 Pretest Multiple-Choice Results Percent of Students at or Above Level III in Mathematics by Ethnicity



	State	American Indian	Asian	Black	Hispanic	Multi-Racial	White
1997-98							
N Tested	99,801	1,483	1,379	30,696	2,459	753	62,816
N Level III, IV	71,363	870	1,117	17,225	1,460	546	49,979
1998-99							
N Tested	101,639	1,498	1,539	31,119	2,946	1,169	63,242
N Level III, IV	75,967	919	1,290	18,906	1,909	902	51,943

Notes: "N Tested" and "N Level III, IV" for the ethnicity categories do no sum to the "N Tested" and "N Level III, IV" for the state because some students did not report their ethnicity and therefore were reported in the state data only.
Data received from LEAs after October 15, 1999 are not included in these figures.

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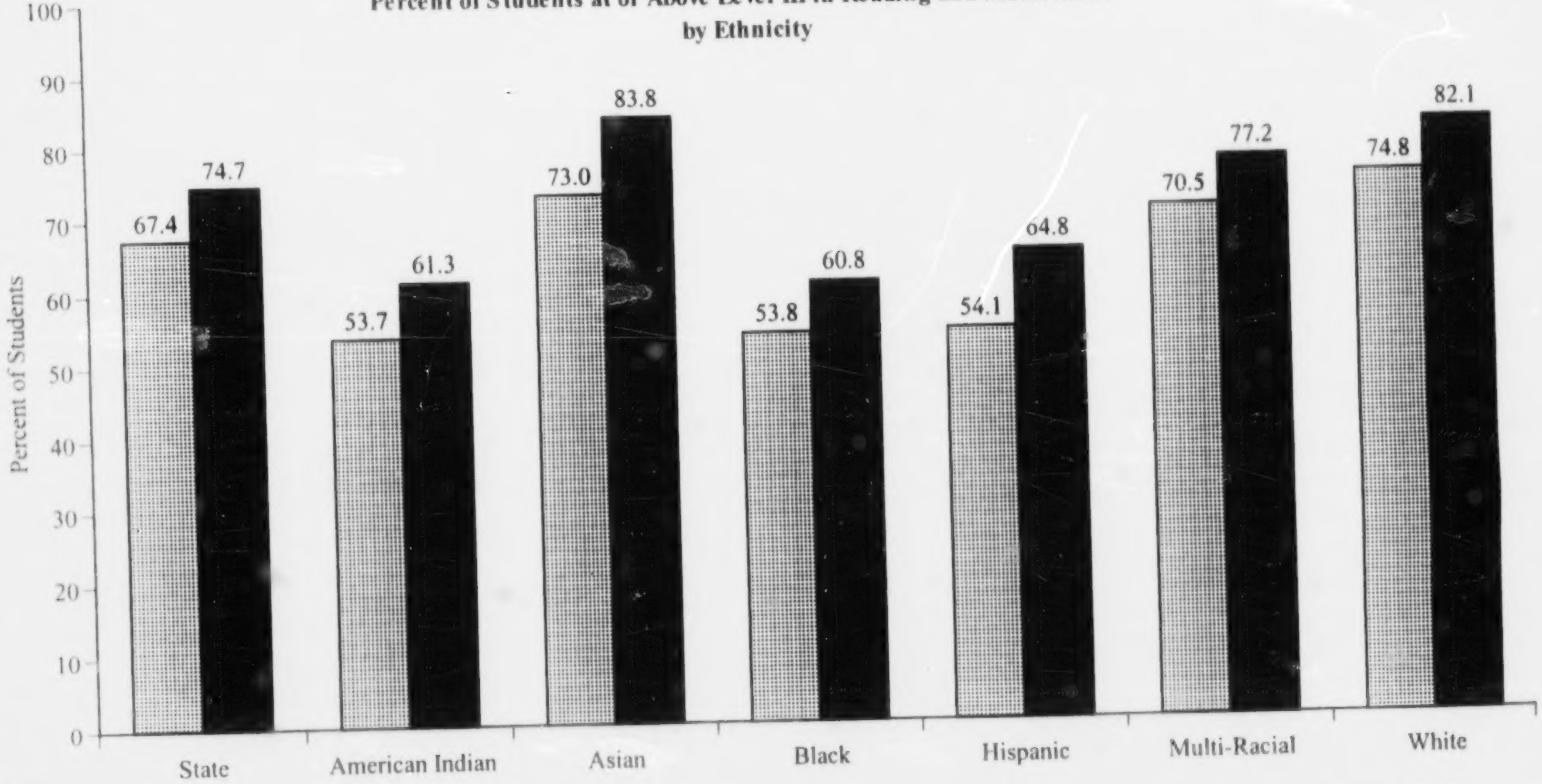
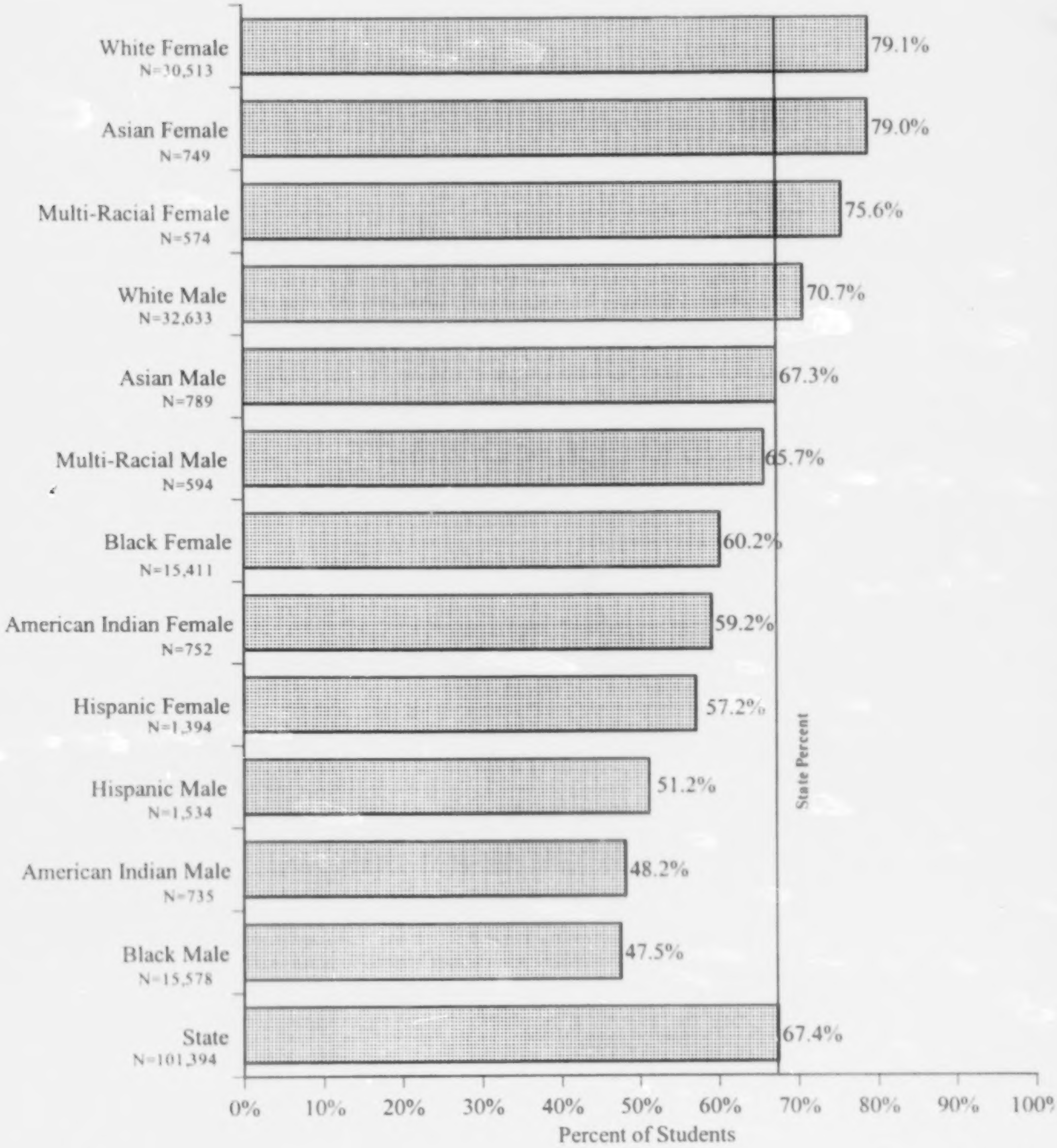
Figure 3. 1998-99 Grade 3 Pretest Multiple-Choice Results
Percent of Students at or Above Level III in Reading and Mathematics
by Ethnicity



	State	American Indian	Asian	Black	Hispanic	Multi-Racial	White
Reading							
N Tested	101,394	1,487	1,538	30,994	2,928	1,169	63,153
N Level III, IV	68,313	799	1,123	16,690	1,583	824	47,208
Mathematics							
N Tested	101,639	1,498	1,539	31,119	2,946	1,169	63,242
N Level III, IV	75,967	919	1,290	18,906	1,909	902	51,943

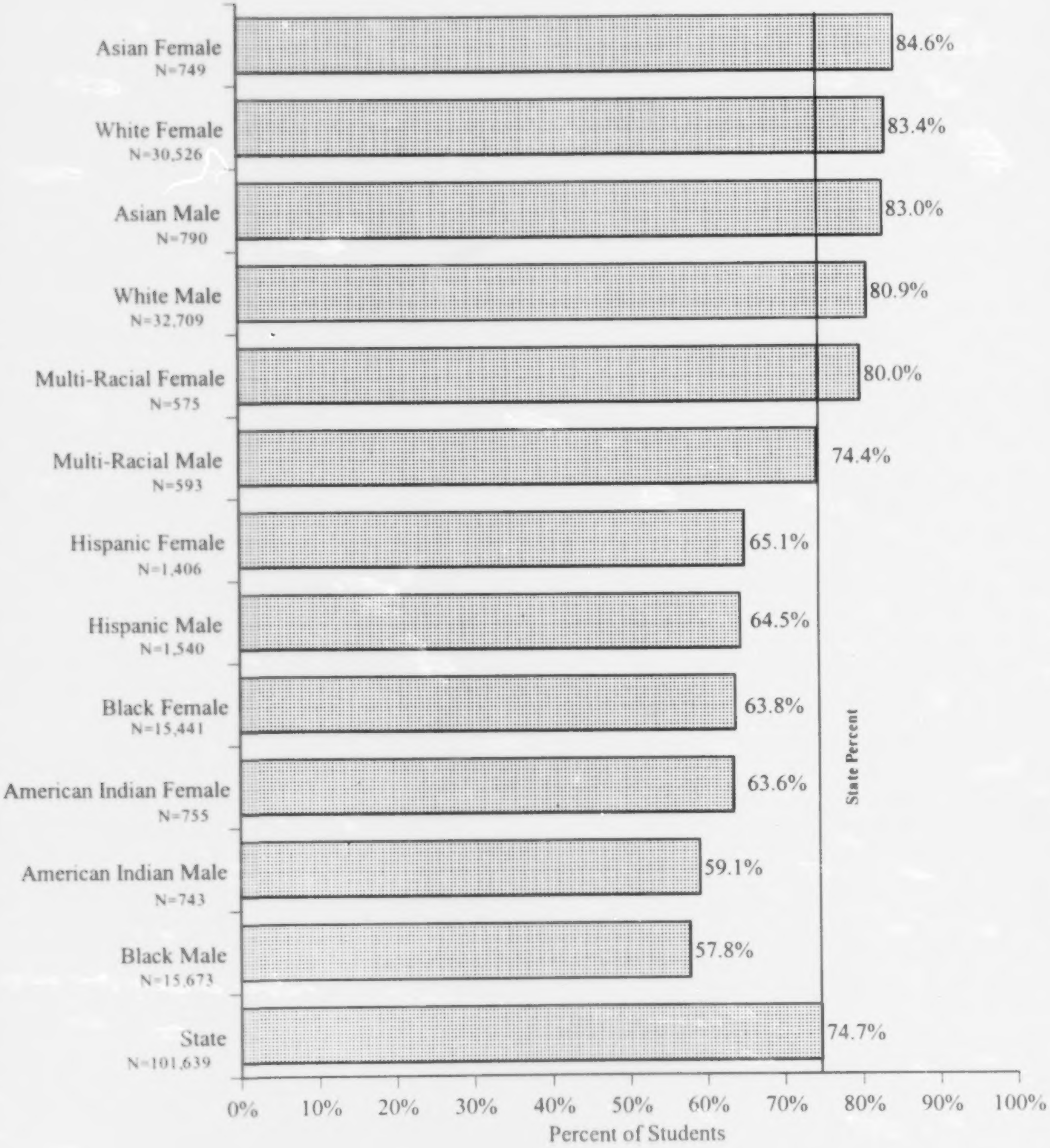
▨ Reading ■ Mathematics

Figure 4. 1998-99 Grade 3 Pretest Multiple-Choice Results
Percent of Students at or Above Level III in Reading
by Gender and Ethnicity



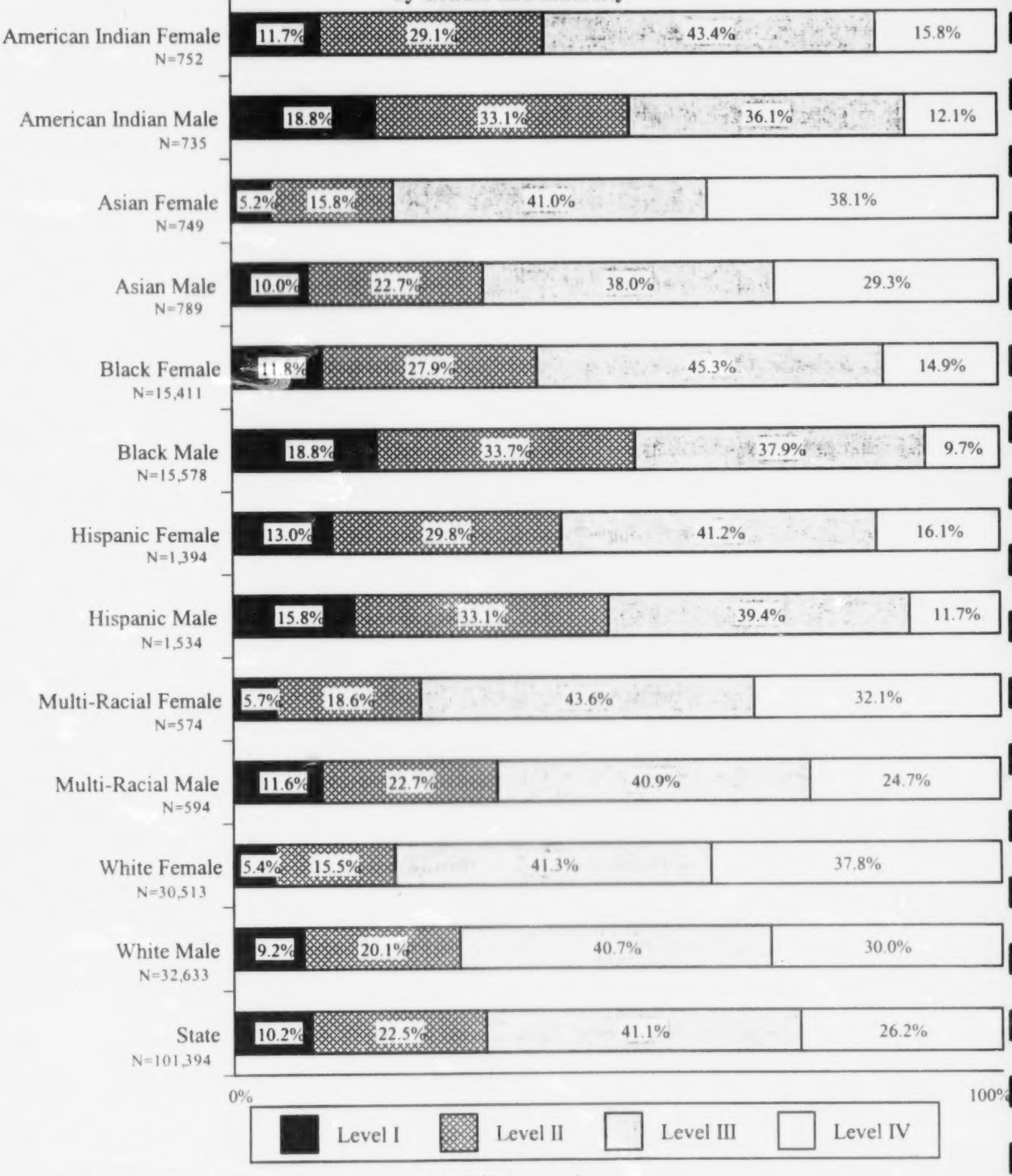
Note: Data received from LEAs after October 15, 1999 are not included in this figure

Figure 5. 1998-99 Grade 3 Pretest Multiple-Choice Results
Percent of Students at or Above Level III in Mathematics
by Gender and Ethnicity



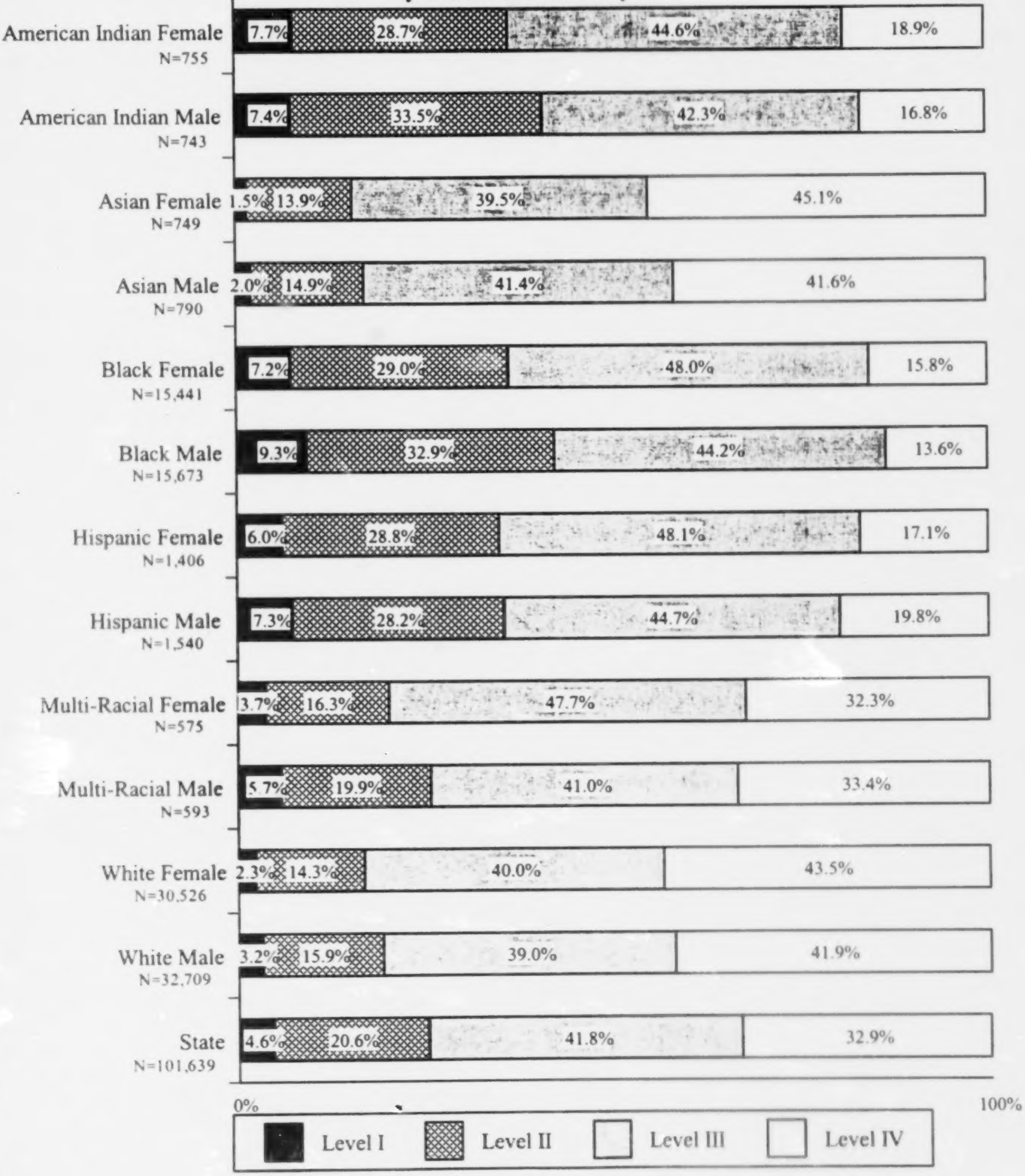
Note Data received from LEAs after October 15, 1999 are not included in this figure

Figure 6. 1998-99 Grade 3 Pretest Multiple-Choice Results
Percent of Students at Each Achievement Level in Reading
by Gender and Ethnicity



Notes: Achievement levels for each ethnic category may not add to 100% due to rounding.
Data received from LEAs after October 15, 1999 are not included in this figure.

**Figure 7. 1998-99 Grade 3 Pretest Multiple-Choice Results
Percent of Students at Each Achievement Level in Mathematics
by Gender and Ethnicity**



Notes: Achievement levels for each ethnic category may not add to 100% due to rounding.
Data received from LEAs after October 15, 1999 are not included in this figure.

Table 4. 1998-99 Grade 3 Pretest Multiple-Choice Results
Performance of Exceptional and Limited English Proficient Students

Category	Number Tested	Percent[1]	Percent at or above Level III Reading	Percent at or above Level III Mathematics	Average Scale Score Reading	Average Scale Score Mathematics
All Students	101,394	100.0	67.4	74.7	138.1	130.9
Not Exceptional	87,304	86.4	69.3	75.7	138.3	130.9
Academically Gifted	3,945	3.9	97.6	98.5	148.4	141.1
Students with Disabilities	9,755	9.7				
Behaviorally-Emotionally Handicapped	570	0.6	33.5	50.6	131.6	125.5
Hearing Impaired	121	0.1	37.2	53.5	132.8	126.7
Educable Mentally Handicapped	807	0.8	17.1	18.8	129.2	120.6
Specific Learning Disabled	4,574	4.5	30.7	60.5	131.3	127.3
Speech-Language Impaired	2,720	2.7	58.2	65.6	135.9	129.1
Visually Impaired	38	0.0	44.7	52.5	132.9	126.2
Other Health Impaired	739	0.7	36.1	54.1	132.3	126.1
Orthopedically Impaired	53	0.1	60.4	58.5	135.9	126.6
Traumatic Brain Injured	18	0.0	*	*	*	*
Other Exceptional Classifications	115	0.1	40.9	60.2	133.7	127.6
Section 504	541	0.5	47.3	67.5	133.9	128.3
Limited English Proficient	1,459	1.4	41.1	59.7	132.5	126.6

Notes: *No scores are reported for groups with fewer than thirty students.

[1] Percent for "Not Exceptional" through "Other Exceptional Classifications" is based on the sum of the students in those categories. Percent for "Limited English Proficient" and "Section 504" are based on the number tested in the "All Students" category.

"Not Exceptional", "Academically Gifted", and "Students with Disabilities" do not sum to "All Students" because some students did not indicate whether or not they were classified as exceptional. The "All Students" and "Not Exceptional" categories are added for the purpose of comparison.

All data are rounded to the nearest tenth, therefore exceptional categories may not sum to 100%.

"Number Tested" is the number of students who took the grade 3 pretest in reading.

Data received from LEAs after October 15, 1999 are not included in this table.

Table 5. 1998-99 Grade 3 Pretest Multiple-Choice Results
Performance of Students Using Accomodations/Modifications

Category	Number Tested	Percent	Percent at or above Level III **Reading**	Percent at or above Level III **Mathematics**	Average Scale Score **Reading**	Average Scale Score **Mathematics**
All Students	101,394	100.0	67.4	74.7	138.1	130.9
Braille Edition	7	0.0	*	*	*	*
Large Print	30	0.2	33.3	48.4	131.9	125.9
Assistive Technology	12	0.1	*	*	*	*
Braille Writer	7	0.0	*	*	*	*
Cranmer Abacus	6	0.0	*	*	*	*
Dictation to Scribe	113	0.6	31.0	57.0	131.7	127.1
Interpreter Signs Test	22	0.1	*	*	*	*
Magnification Devices	12	0.1	*	*	*	*
Student Marks in Test Book	2,883	15.9	30.8	58.4	131.2	127.1
Test Administrator Reads Test Aloud	4,276	23.5	25.7	61.9	130.5	127.4
Use of Typewriter or Word Processor	3	0.0	*	*	*	*
Hospital/Home Testing	11	0.1	*	*	*	*
Multiple Test Sessions	1,027	5.7	28.3	57.4	131.0	126.8
Scheduled Extended Time	4,811	26.5	31.4	60.1	131.4	127.2
Testing in a Separate Room	4,910	27.0	30.0	60.1	131.1	127.2
English/Native Language Dictionary/Electronic Translator	21	0.1	*	*	*	*
Other	21	0.1	*	*	*	*

Notes: *No scores are reported for groups with fewer than thirty students.
Modifications reported may have been implemented only for reading, only for mathematics, or for both portions of the test.
Modifications are available for students with disabilities and students identified as limited English proficient.
All data are rounded to the nearest tenth, therefore, accommodation/modification categories may not sum to 100%.
"Number tested" is the number of students who took the grade 3 pretest in reading.
Data received from LEAs after October 15, 1999 are not included in this table.

Table 6. 1998-99 Grade 3 Pretest Multiple-Choice Results
Numbers of Exempt Students with Disabilities or Limited English Proficiency

Category	Total Exempt	LEP 1st Year	LEP 2nd Year	LEP* > 2 Years	By IEP Committee	Under Section 504	Temporary Disability	Other Exemption
Behaviorally-Emotionally Handicapped	92	0	0	0	89	0	0	3
Hearing Impaired	22	0	0	0	22	0	0	0
Educable Mentally Handicapped	1,004	0	1	0	1,000	0	0	3
Specific Learning Disabled	279	0	1	0	273	1	1	3
Speech-Language Impaired	29	1	0	0	26	1	0	1
Visually Impaired	6	0	0	0	6	0	0	0
Other Health Impaired	107	0	0	0	106	0	0	1
Orthopedically Impaired	20	0	0	0	20	0	0	0
Traumatic Health Impaired	9	0	0	0	9	0	0	0
Other Exceptional Classifications	349	3	0	0	338	5	0	3
Section 504	38	0	0	0	10	28	0	0
Limited English Proficient	618	374	220	0	23	1	0	0
Total	**2,573**	**378**	**222**	**0**	**1,922**	**36**	**1**	**14**

Notes: *Limited English proficient students may be exempt for up to two years from the date of initial enrollment in the LEA, depending on their level of English proficiency.

Data received from LEAs after October 15, 1999 are not included in this table.

Table 7. 1998-99 Grade 3 Pretest Goal Summary Report

	Developmental Score Mean	Number of Observations*	# of Items	Percent Correct**
READING	138.1	101,394	28	
GOAL 1: Use strategies and processes that enhance control of communications skills development.			0	
GOAL 2: Use language for the acquisition, interpretation, and application of information.			70	51.3
OBJ 2.1: Identify, collect or select information and ideas.			31	55.3
OBJ 2.2: Analyze, synthesize, and organize information and ideas and discover related ideas, concepts or generalizations.			33	49.3
OBJ 2.3: Apply, extend, and expand on information and concepts.			6	41.6
GOAL 3: Use language for critical analysis and evaluation.			14	34.3
MATHEMATICS	130.9	101,639	40	
Math Computation			15	84.7
Math Applications			105	53.7
GOAL 1: Identify and use numbers to 100 and beyond.			24	68.2
GOAL 2: Understanding and use of geometry.			9	69.6
GOAL 3: Understanding of classification, pattern, and seriation.			18	49.2
GOAL 4: Understand and use standard units of metric and customary measure.			18	57.3
GOAL 5: Use mathematical reasoning and solve problems.			18	39.3
GOAL 6: Understand data collection, display, and interpretation.			11	39.9
GOAL 7: Compute with whole numbers.			22	72.1

NUMBER OF STUDENTS TAKING FORM	A	B	C
	33,935	33,774	33,685

*"Number of Observations" does not include students that were absent or exempt from testing or whose results were declared non-valid regardless of the number of responses. All other students were given scores, even if their tests were blank.

**"Percent Correct" is the number of correct responses to an item divided by the number of students who took that item summed over all items for a goal or objective divided by the number of items for that goal or objective.

Data received from LEAs after October 15, 1999 are not included in this table.

Table 8. 1998-99 Grade 3 Pretest
Distribution of Scale Scores - Reading

NUMBER OF STUDENTS WITH VALID SCORES*	101,394	HIGH SCORE	158
		LOW SCORE	119
MEAN	138.1	ACHIEVEMENT LEVEL RANGES	
		LEVEL I	119-127
STANDARD DEVIATION	8.5	LEVEL II	128-132
		LEVEL III	133-144
		LEVEL IV	145-162

FREQUENCY DISTRIBUTION

SCALE SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT	CUMULATIVE PERCENT
158	277	101394	0.27	100.00
157	430	101117	0.42	99.73
156	843	100687	0.83	99.30
155	1242	99844	1.22	98.47
154	340	98602	0.34	97.25
153	2012	98262	1.98	96.91
152	2047	96250	2.02	94.93
151	1651	94203	1.63	92.91
150	1533	92552	1.51	91.28
149	3826	91019	3.77	89.77
148	2513	87193	2.48	85.99
147	1911	84680	1.88	83.52
146	4838	82769	4.77	81.63
145	3146	77931	3.10	76.86
144	1950	74785	1.92	73.76
143	5387	72835	5.31	71.83
142	3771	67448	3.72	66.52
141	4153	63677	4.10	62.80
140	1683	59524	1.66	58.71
139	4225	57841	4.17	57.05
138	4257	53616	4.20	52.88
137	1754	49359	1.73	48.68
136	4440	47605	4.38	46.95
135	4157	43165	4.10	42.57
134	1941	39008	1.91	38.47
133	3986	37067	3.93	36.56
132	2098	33081	2.07	32.63
131	5960	30983	5.88	30.56
130	3889	25023	3.84	24.68
129	5720	21134	5.64	20.84
128	5122	15414	5.05	15.20
127	5601	10292	5.52	10.15
126	2547	4691	2.51	4.63
125	354	2144	0.35	2.11
124	851	1790	0.84	1.77
123	517	939	0.51	0.93
122	240	422	0.24	0.42
121	114	182	0.11	0.18
120	46	68	0.05	0.07
LESS THAN 120	22	22	0.02	0.02

*"Number of Students with Valid Scores" does not include students that were absent or exempt from testing or whose results were declared non-valid regardless of the number of responses. All other students were given scores, even if their tests were blank. Data received from LEAs after October 15, 1999 are not included in this table.

Table 9. 1998-99 Grade 3 Pretest
Distribution of Scale Scores - Mathematics

NUMBER OF STUDENTS WITH VALID SCORES*	101,639
MEAN	130.9
STANDARD DEVIATION	7.9

HIGH SCORE	154
LOW SCORE	105

ACHIEVEMENT LEVEL RANGES

LEVEL I	105-117
LEVEL II	118-125
LEVEL III	126-134
LEVEL IV	135-154

FREQUENCY DISTRIBUTION

SCALE SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT	CUMULATIVE PERCENT
154	33	101639	0.03	100.00
153	36	101606	0.04	99.97
151	314	101570	0.31	99.93
149	704	101256	0.69	99.62
147	1206	100552	1.19	98.93
146	485	99346	0.48	97.74
145	1383	98861	1.36	97.27
144	2222	97478	2.19	95.91
143	1713	95256	1.69	93.72
142	1901	93543	1.87	92.03
141	2156	91642	2.12	90.16
140	3277	89486	3.22	88.04
139	2376	86209	2.34	84.82
138	3613	83833	3.55	82.48
137	3923	80220	3.86	78.93
136	3981	76297	3.92	75.07
135	4143	72316	4.08	71.15
134	4218	68173	4.15	67.07
133	4391	63955	4.32	62.92
132	6072	59564	5.97	58.60
131	4823	53492	4.75	52.63
130	4647	48669	4.57	47.88
129	4705	44022	4.63	43.31
128	4668	39317	4.59	38.68
127	4574	34649	4.50	34.09
126	4403	30075	4.33	29.59
125	2827	25672	2.78	25.26
124	3994	22845	3.93	22.48
123	3694	18851	3.63	18.55
122	2243	15157	2.21	14.91
121	2963	12914	2.92	12.71
120	1801	9951	1.77	9.79
119	2245	8150	2.21	8.02
118	1201	5905	1.18	5.81
117	1075	4704	1.06	4.63
116	1225	3629	1.21	3.57
115	620	2404	0.61	2.37
114	434	1784	0.43	1.76
113	509	1350	0.50	1.33
112	300	841	0.30	0.83
111	140	541	0.14	0.53
110	176	401	0.17	0.39
109	108	225	0.11	0.22
108	62	117	0.06	0.12
LESS THAN 108	55	55	0.05	0.05

*"Number of Students with Valid Scores" does not include students that were absent or exempt from testing or whose results were declared non-valid regardless of the number of responses. All other students were given scores, even if their tests were blank. Data received from LEAs after October 15, 1999 are not included in this table.

Description

for the

North Carolina Pretest - Grade 3

North Carolina Pretest - Grade 3

What is the purpose of the NC Pretest - Grade 3?

The purpose of the North Carolina Pretest–Grade 3 is to provide an accurate, global estimate of individual student skills and knowledge specified in the North Carolina *Standard Course of Study* at the beginning of the school year. The pretest, which is developed by the North Carolina Department of Public Instruction (NCDPI), is used in the determination of growth in student performance during the school year for the school-by-school ABCs Accountability Program. The pretest does not provide diagnostic information concerning the specific strengths and weaknesses of individual students or groups of students.

What is measured by the test?

The grade 3 pretest was developed to assess grade 3 reading comprehension and mathematics. Three forms of the pretest are administered in each classroom. The grade 3 pretest measures the knowledge and skills specified for grade 2 which are necessary for students to be successful in grade 3. As with all tests developed by the NCDPI, to demonstrate success on the pretest students are expected to have knowledge of important ideas and concepts; to understand and interpret material; to apply knowledge, skills, and concepts; and to make connections. While knowledge of facts and concepts is important, the questions on this pretest are at a much broader level and concern major ideas students are expected to know.

Table 1. Descriptive Information for the North Carolina Pretest – Grade 3

Goal	Goal Description	Objective(s) on Test	Percentage of Test Items
1	The learner will identify and use numbers to 100 and beyond.	1 1.3-1.7, 1.9-1.12	19.0%
2	The learner will demonstrate an understanding and use of geometry.	2.1-2.3, 2.5	7.5%
3	The learner will demonstrate an understanding of classification, pattern, and seriation.	3.1-3.7	15.0%
4	The learner will understand and use standard units of metric and customary measurement.	4.1, 4.6-4.15	15.0%
5	The learner will use mathematical reasoning and apply problem solving strategies.	5.1, 5.2, 5.4-5.7	15.0%
6	The learner will demonstrate an understanding of data collection, display, and interpretation.	6.1-6.5	10.0%
7	The learner will be able to compute with whole numbers.	Comp: 7.4, 7.5, 7.11 A: 7.2-7.3, 7.7, 7.9-7.10	12.5% 6.0%

How is the test administered?

Beginning with the implementation of the ABCs Accountability Program in 1996-97, the grade 3 pretest in reading comprehension and mathematics is administered to all students at the beginning of the third grade. This provides pre-scores for third graders in the ABCs accountability program since there is no test from grade 2 to provide the pre-data for the growth analysis. For the purpose of state accountability, the pretests in reading comprehension and mathematics for grades 4-8 are the posttests for the previous grade.

What is the NC Pretest - Grade 3 like?

The grade 3 pretest assesses the goals and objectives described in the North Carolina *Standard Course of Study* for grade 2.

• *Testing Window*	As soon as initial class membership is confirmed but no later than the first three weeks of school.
• *Administration Time*	A total of approximately 148 minutes for 68 items which may be given on one day, two days, or three days. Time includes 56 minutes for directions and breaks.
• *Type of Booklet*	Each student receives a multiple- choice test book and a separate scannable answer sheet with bubbles but sufficient white space.
• *Ancillary Materials*	Rulers and four-function calculators. The practice test provides each student with an opportunity to practice bubbling responses on an answer sheet.

Reading Comprehension

The reading comprehension part of the pretest mirrors on a smaller scale the grade 3 end-of-grade reading test. Students read a variety of passages and then respond to 3-7 associated items. During reading comprehension, students read 5 passages representing literary (narrative, fiction, drama, and poetry), content-based (science, social studies, art, and health), and human-interest (perform a task, short informational piece) material. Each student answers 28 multiple-choice items assessing goal 2 (the use of language for the acquisition, interpretation, and application of information) and goal 3 (the use of language for critical analysis and evaluation) of the English Language Arts curriculum.

The questions associated with each reading passage are the important ideas and concepts necessary for a complete understanding of the content of the passage. There has been no attempt to specify the exact number of questions developed by goal and/or objective for each passage. Vocabulary is assessed in the context of the passage presented. The passages and the items are from the grade 3 end-of-grade reading item pool and the associated item statistics are from field tests conducted with groups of grade 3 students at the beginning of third grade.

Mathematics

The mathematics part of the pretest assesses the grade 2 mathematics curriculum. Each student answers 40 multiple-choice mathematics items—5 symbolic computation items and 35 application items. Students are expected to use rulers and calculators during the applications portion of the pretest. The specific goals and objectives assessed were determined by curriculum specialists. The items on each form of the test are distributed as depicted in the table above.

Approximately half of the items are from the grade 3 end-of-grade mathematics item pool (ones where content is similar at both grades 2 and 3) and the associated item statistics are from field tests conducted with groups of grade 3 students at the beginning of third grade. The remaining items in the grade 3 mathematics pretest item pool were developed to more adequately assess the grade 2 *Standard Course of Study* and the associated item statistics are from field tests conducted with groups of grade 2 students at the end of second grade.

What kinds of scores do students receive on the test?

Performance on the grade 3 pretest of reading comprehension and mathematics is reported using developmental scales established for reading and mathematics (grades 3 through 8 and 10). These scales were developed in conjunction with the L. L. Thurstone Psychometric Laboratory at the University of North Carolina at Chapel Hill.

Class rosters, frequency reports, and goal summary reports are available to provide curricular information. The grade 3 pretest is scanned and scored locally using the SCANXX program provided by the NCDPI; therefore, results are available soon after testing. In addition, the NCDPI provides LEAs with the capacity (i.e., parent/teacher report) to provide individual student grade 3 pretest performance (i.e., scale score, achievement level, and percentile) to parents and teachers beginning with the 1997-98 school year.

End-of-Grade Results

Table 1. 1998-99 End-of-Grade Multiple-Choice Test Results
Statewide Summary
Reading and Mathematics

	Reading		Mathematics	
	Number Tested	Percent Students at Achievement Levels III, IV	Number Tested	Percent Students at Achievement Levels III, IV
	Mean Scale Score	Standard Deviation	Mean Scale Score	Standard Deviation
Grade 3	100,525	73.6%	101,021	70.0%
	146.4	9.7	142.9	11.1
Grade 4	97,911	71.4%	98,391	82.7%
	149.5	9.4	152.2	10.3
Grade 5	94,801	75.8%	95,258	82.4%
	154.3	8.5	159.2	10.0
Grade 6	93,589	72.3%	93,824	81.1%
	156.7	9.3	164.8	10.9
Grade 7	92,021	76.6%	92,151	82.5%
	159.9	8.2	170.8	10.6
Grade 8	90,330	79.9%	90,396	77.6%
	162.3	8.4	174.1	12.0

Note Data received from LEAs after October 15, 1999 are not included in this table.

Table 2. 1992-93 to 1998-99 End-of-Grade Multiple-Choice Test Results
Statewide Summary of Student Performance
Reading

	1992-93 Number Tested Mean Scale Score Percent Students at Achievement Levels III, IV	1993-94 Number Tested Mean Scale Score Percent Students at Achievement Levels III, IV	1994-95 Number Tested Mean Scale Score Percent Students at Achievement Levels III, IV	1995-96 Number Tested Mean Scale Score Percent Students at Achievement Levels III, IV	1996-97 Number Tested Mean Scale Score Percent Students at Achievement Levels III, IV	1997-98 Number Tested Mean Scale Score Percent Students at Achievement Levels III, IV	1998-99 Number Tested Mean Scale Score Percent Students at Achievement Levels III, IV
Grade 3	85,381	88,301	88,741	90,594	95,356	98,389	100,525
	142.7	142.8	143.4	143.8	144.1	145.7	146.4
	61.2%	60.4%	63.4%	64.8%	65.8%	71.6%	73.6%
Grade 4	84,811	85,311	88,163	89,115	91,868	94,109	97,911
	147.1	147.9	147.6	148.7	148.4	149.3	149.5
	62.4%	65.8%	64.1%	69.4%	67.7%	70.9%	71.4%
Grade 5	85,337	85,330	86,150	89,237	90,773	91,566	94,801
	151.5	151.7	152.4	152.1	153.0	154.3	154.3
	64.1%	65.5%	68.2%	66.5%	70.8%	75.2%	75.8%
Grade 6	84,278	85,813	86,370	87,310	91,667	91,669	93,589
	154.0	154.4	154.5	155.3	155.6	155.8	156.7
	62.6%	65.1%	65.9%	67.8%	67.1%	70.0%	72.3%
Grade 7	83,868	84,852	86,478	87,457	89,515	91,267	92,021
	157.0	157.3	158.0	157.9	158.2	159.0	159.9
	63.5%	64.2%	68.5%	66.9%	67.8%	71.1%	76.6%
Grade 8	80,833	82,985	83,802	85,997	87,317	87,903	90,330
	158.7	159.7	160.1	160.0	160.9	161.9	162.3
	66.5%	71.0%	72.8%	72.7%	75.0%	79.5%	79.9%

Note: Data received from LEAs after October 15, 1999 are not included in this table.

Table 3. 1992-93 to 1998-99 End-of-Grade Multiple-Choice Test Results
Statewide Summary of Student Performance
Mathematics

	1992-93 Number Tested Mean Scale Score Percent Students at Achievement Levels III, IV	1993-94 Number Tested Mean Scale Score Percent Students at Achievement Levels III, IV	1994-95 Number Tested Mean Scale Score Percent Students at Achievement Levels III, IV	1995-96 Number Tested Mean Scale Score Percent Students at Achievement Levels III, IV	1996-97 Number Tested Mean Scale Score Percent Students at Achievement Levels III, IV	1997-98 Number Tested Mean Scale Score Percent Students at Achievement Levels III, IV	1998-99 Number Tested Mean Scale Score Percent Students at Achievement Levels III, IV
Grade 3	85,026	88,414	88,845	90,710	95,608	98,844	101,021
	139.9	140.0	141.2	141.9	142.8	142.3	142.9
	60.6%	61.6%	65.1%	67.4%	70.2%	68.2%	70.0%
Grade 4	84,453	85,363	88,230	89,172	92,064	94,499	98,391
	146.1	147.2	147.9	148.5	149.5	151.5	152.2
	64.1%	67.0%	68.5%	71.5%	74.6%	79.3%	82.7%
Grade 5	84,999	85,384	86,159	89,261	90,930	91,927	95,258
	152.3	153.5	154.4	155.2	156.4	157.4	159.2
	59.7%	63.9%	66.5%	70.0%	73.1%	78.0%	82.4%
Grade 6	83,683	85,850	86,395	87,320	91,720	91,802	93,824
	158.3	159.4	160.2	161.4	162.0	163.6	164.8
	61.3%	66.2%	67.6%	72.6%	72.7%	78.3%	81.1%
Grade 7	83,143	84,768	86,439	87,490	89,526	91,368	92,151
	164.1	164.8	166.0	166.4	167.5	169.2	170.8
	60.0%	63.3%	67.1%	68.5%	70.8%	76.9%	82.5%
Grade 8	80,032	82,793	83,576	86,006	87,390	87,978	90,396
	168.3	169.0	170.3	170.6	171.1	173.7	174.1
	61.9%	61.9%	67.6%	67.7%	68.9%	76.3%	77.6%

Note: Data received from LEAs after October 15, 1999 are not included in this table.

Table 4. 1992-93 to 1998-99 End-of-Grade Multiple-Choice Test Results
Statewide Summary of Student Performance
Reading

	1992-93		1993-94		1994-95		1995-96	
	Number Tested	Percent Students at Achievement Levels III, IV	Number Tested	Percent Students at Achievement Levels III, IV	Number Tested	Percent Students at Achievement Levels III, IV	Number Tested	Percent Students at Achievement Levels III, IV
	Mean Scale Score	Percent Students at Achievement Level I	Mean Scale Score	Percent Students at Achievement Level I	Mean Scale Score	Percent Students at Achievement Level I	Mean Scale Score	Percent Students at Achievement Level I
Grade 3	85,381	61.2%	88,301	60.4%	88,741	63.4%	90,594	64.8%
	142.7	13.6%	142.8	13.9%	143.4	12.9%	143.8	11.3%
Std. Dev.	9.9		10.0		10.1		9.7	
Grade 4	84,811	62.4%	85,311	65.8%	88,163	64.1%	89,115	69.4%
	147.1	12.1%	147.9	10.1%	147.6	10.8%	148.7	9.0%
Std. Dev.	9.6		9.3		9.6		9.3	
Grade 5	85,337	64.1%	85,330	65.5%	86,150	68.2%	89,237	66.5%
	151.5	9.5%	151.7	9.8%	152.4	8.0%	152.1	8.9%
Std. Dev.	9.0		8.9		8.8		8.9	
Grade 6	84,278	62.6%	85,813	65.1%	86,370	65.9%	87,310	67.8%
	154.0	9.3%	154.4	9.2%	154.5	7.5%	155.3	8.8%
Std. Dev.	9.1		9.1		8.7		9.3	
Grade 7	83,868	63.5%	84,852	64.2%	86,478	68.5%	87,457	66.9%
	157.0	9.3%	157.3	9.6%	158.0	8.0%	157.9	8.5%
Std. Dev.	8.6		8.7		8.6		8.6	
Grade 8	80,833	66.5%	82,985	71.0%	83,802	72.8%	85,997	72.7%
	158.7	7.9%	159.7	6.0%	160.1	5.7%	160.0	5.5%
Std. Dev.	8.9		8.6		8.6		8.5	

Note Data received from LEAs after October 15, 1999 are not included in this table

Table 4. 1992-93 to 1998-99 End-of-Grade Multiple-Choice Test Results
Statewide Summary of Student Performance (continued)
Reading

	1996-97		1997-1998		1998-1999	
	Number Tested	Percent Students at Achievement Levels III, IV	Number Tested	Percent Students at Achievement Levels III, IV	Number Tested	Percent Students at Achievement Levels III, IV
	Mean Scale Score	Percent Students at Achievement Level I	Mean Scale Score	Percent Students at Achievement Level I	Mean Scale Score	Percent Students at Achievement Level I
Grade 3	95,356	65.8%	98,389	71.6%	100,525	73.6%
	144.1	11.0%	145.7	8.6%	146.4	6.9%
Std. Dev.	9.8		9.7		9.7	
Grade 4	91,868	67.7%	94,109	70.9%	97,911	71.4%
	148.4	9.9%	149.3	7.9%	149.5	7.4%
Std. Dev.	9.6		9.6		9.4	
Grade 5	90,773	70.8%	91,566	75.2%	94,801	75.8%
	153.0	7.6%	154.3	6.1%	154.3	4.9%
Std. Dev.	8.9		9.0		8.5	
Grade 6	91,667	67.1%	91,669	70.0%	93,589	72.3%
	155.6	8.7%	155.8	7.3%	156.7	5.9%
Std. Dev.	9.9		9.3		9.3	
Grade 7	89,515	67.8%	91,267	71.1%	92,021	76.6%
	158.2	8.4%	159.0	7.4%	159.9	5.2%
Std. Dev.	9.0		8.8		8.2	
Grade 8	87,317	75.0%	87,903	79.5%	90,330	79.9%
	160.9	5.0%	161.9	3.4%	162.3	3.2%
Std. Dev.	8.7		8.3		8.4	

Note: Data received from LEAs after October 15, 1999 are not included in this table.

Table 5. 1992-93 to 1998-99 End-of-Grade Multiple-Choice Test Results
Statewide Summary of Student Performance
Mathematics

	1992-93		1993-94		1994-95		1995-96	
	Number Tested	Percent Students at Achievement Levels III, IV	Number Tested	Percent Students at Achievement Levels III, IV	Number Tested	Percent Students at Achievement Levels III, IV	Number Tested	Percent Students at Achievement Levels III, IV
	Mean Scale Score	Percent Students at Achievement Level I	Mean Scale Score	Percent Students at Achievement Level I	Mean Scale Score	Percent Students at Achievement Level I	Mean Scale Score	Percent Students at Achievement Level I
Grade 3	85,026	60.6%	88,414	61.6%	88,845	65.1%	90,710	67.4%
	139.9	10.7%	140.0	10.9%	141.2	9.3%	141.9	7.9%
Std. Dev.	11.3		11.5		11.5		11.4	
Grade 4	84,453	64.1%	85,363	67.0%	88,230	68.5%	89,172	71.5%
	146.1	10.0%	147.2	8.8%	147.9	8.6%	148.5	7.2%
Std. Dev.	10.5		10.7		11.1		10.7	
Grade 5	84,999	59.7%	85,384	63.9%	86,159	66.5%	89,261	70.0%
	152.3	12.1%	153.5	10.6%	154.4	9.4%	155.2	8.5%
Std. Dev.	9.7		10.0		10.3		10.2	
Grade 6	83,683	61.3%	85,850	66.2%	86,395	67.6%	87,320	72.6%
	158.3	10.5%	159.4	9.6%	160.2	8.2%	161.4	7.0%
Std. Dev.	10.1		10.2		10.4		10.6	
Grade 7	83,143	60.0%	84,768	63.3%	86,439	67.1%	87,490	68.5%
	164.1	10.5%	164.8	11.5%	166.0	8.4%	166.4	9.0%
Std. Dev.	10.0		10.4		10.4		10.7	
Grade 8	80,032	61.9%	82,793	61.9%	83,576	67.6%	86,006	67.7%
	168.3	10.4%	169.0	10.1%	170.3	8.2%	170.6	8.8%
Std. Dev.	10.6		11.0		11.1		11.3	

Note Data received from LEAs after October 15, 1999 are not included in this table

Table 5. 1992-93 to 1998-99 End-of-Grade Multiple-Choice Test Results
Statewide Summary of Student Performance (continued)
Mathematics

	1996-97		1997-1998		1998-1999	
	Number Tested	Percent Students at Achievement Levels III, IV	Number Tested	Percent Students at Achievement Levels III, IV	Number Tested	Percent Students at Achievement Levels III, IV
	Mean Scale Score	Percent Students at Achievement Level I	Mean Scale Score	Percent Students at Achievement Level I	Mean Scale Score	Percent Students at Achievement Level I
Grade 3	95,608	70.2%	98,844	68.2%	101,021	70.0%
	142.8	6.8%	142.3	7.0%	142.9	6.3%
Std. Dev.	11.3		11.2		11.1	
Grade 4	92,064	74.6%	94,499	79.3%	98,391	82.7%
	149.5	6.4%	151.5	4.0%	152.2	2.9%
Std. Dev.	10.8		10.8		10.3	
Grade 5	90,930	73.1%	91,927	78.0%	95,258	82.4%
	156.4	7.1%	157.4	5.8%	159.2	3.8%
Std. Dev.	10.4		10.1		10.0	
Grade 6	91,720	72.7%	91,802	78.3%	93,824	81.1%
	162.0	6.6%	163.6	5.0%	164.8	4.3%
Std. Dev.	11.1		10.8		10.9	
Grade 7	89,526	70.8%	91,368	76.9%	92,151	82.5%
	167.5	8.6%	169.2	5.4%	170.8	3.9%
Std. Dev.	11.4		11.0		10.6	
Grade 8	87,390	68.9%	87,978	76.3%	90,396	77.6%
	171.1	9.0%	173.7	5.4%	174.1	5.4%
Std. Dev.	11.8		11.6		12.0	

Note: Data received from LEAs after October 15, 1999 are not included in this table.

Table 6. End-of-Grade Multiple-Choice Tests
Achievement Level Ranges by Subject and Grade

Reading Developmental Scale Scores (set in 1993)

Grade	Level I	Level II	Level III	Level IV
3	114-130	131-140	141-150	151-172
4	118-134	135-144	145-155	156-179
5	124-138	139-148	149-158	159-182
6	124-140	141-151	152-161	162-183
7	126-144	145-154	155-163	164-183
8	132-144	145-155	156-165	166-187

Mathematics Developmental Scale Scores (set in 1993)

Grade	Level I	Level II	Level III	Level IV
3	98-124	125-137	138-149	150-173
4	111-131	132-142	143-155	156-182
5	117-140	141-149	150-160	161-188
6	130-145	146-154	155-167	168-196
7	134-151	152-160	161-172	173-203
8	137-154	155-164	165-177	178-208

Table 7. 1992-93 to 1998-99 End-of-Grade Multiple-Choice Test Results
Percent of Students at Each Achievement Level by Grade
Reading

Achievement Levels		*Grade 3*	*Grade 4*	*Grade 5*	*Grade 6*	*Grade 7*	*Grade 8*
Level I Students performing at Achievement Level I do not have sufficient mastery of knowledge and skills in the subject area to be successful at the next grade level.	**1993**	13.6	12.1	9.5	9.3	9.3	7.9
	1994	13.9	10.1	9.8	9.2	9.6	6.0
	1995	12.9	10.8	8.0	7.5	8.0	5.7
	1996	11.3	9.0	8.9	8.8	8.5	5.5
	1997	11.0	9.9	7.6	8.7	8.4	5.0
	1998	8.6	7.9	6.1	7.3	7.4	3.4
	1999	6.9	7.4	4.9	5.9	5.2	3.2
Level II Students performing at Achievement Level II demonstrate inconsistent mastery of knowledge and skills in the subject area and are minimally prepared to be successful at the next grade level.	**1993**	25.2	25.6	26.4	28.1	27.1	25.6
	1994	25.7	24.1	24.8	25.7	26.2	23.0
	1995	23.7	25.1	23.8	26.6	23.5	21.5
	1996	23.9	21.6	24.6	23.5	24.7	21.8
	1997	23.2	22.4	21.6	24.2	23.8	20.0
	1998	19.8	21.2	18.8	22.7	21.4	17.2
	1999	19.5	21.2	19.3	21.8	18.2	16.9
Level III Students performing at Achievement Level III consistently demonstrate mastery of the grade level subject matter and skills and are well-prepared for the next grade level.	**1993**	38.5	41.2	39.7	39.8	39.4	42.5
	1994	36.1	44.0	41.8	41.3	38.9	44.2
	1995	37.2	41.6	41.3	43.3	40.6	43.7
	1996	37.9	44.8	41.3	40.4	39.4	45.8
	1997	37.6	42.9	41.4	37.3	[illegible]	43.6
	1998	36.3	41.5	40.4	39.3	[illegible]	43.7
	1999	36.7	43.8	43.1	39.6	41.2	43.1
Level IV Students performing at Achievement Level IV consistently perform in a superior manner clearly beyond that required to be proficient at grade level work.	**1993**	22.7	21.2	24.4	22.8	24.1	24.0
	1994	24.3	21.8	23.7	23.8	25.3	26.8
	1995	26.2	22.6	26.9	22.6	27.8	29.1
	1996	26.9	24.6	25.3	27.4	27.4	26.8
	1997	28.3	24.8	29.4	29.7	31.4	31.4
	1998	35.3	29.4	34.8	30.7	32.2	35.8
	1999	36.9	27.6	32.7	32.7	35.4	36.8

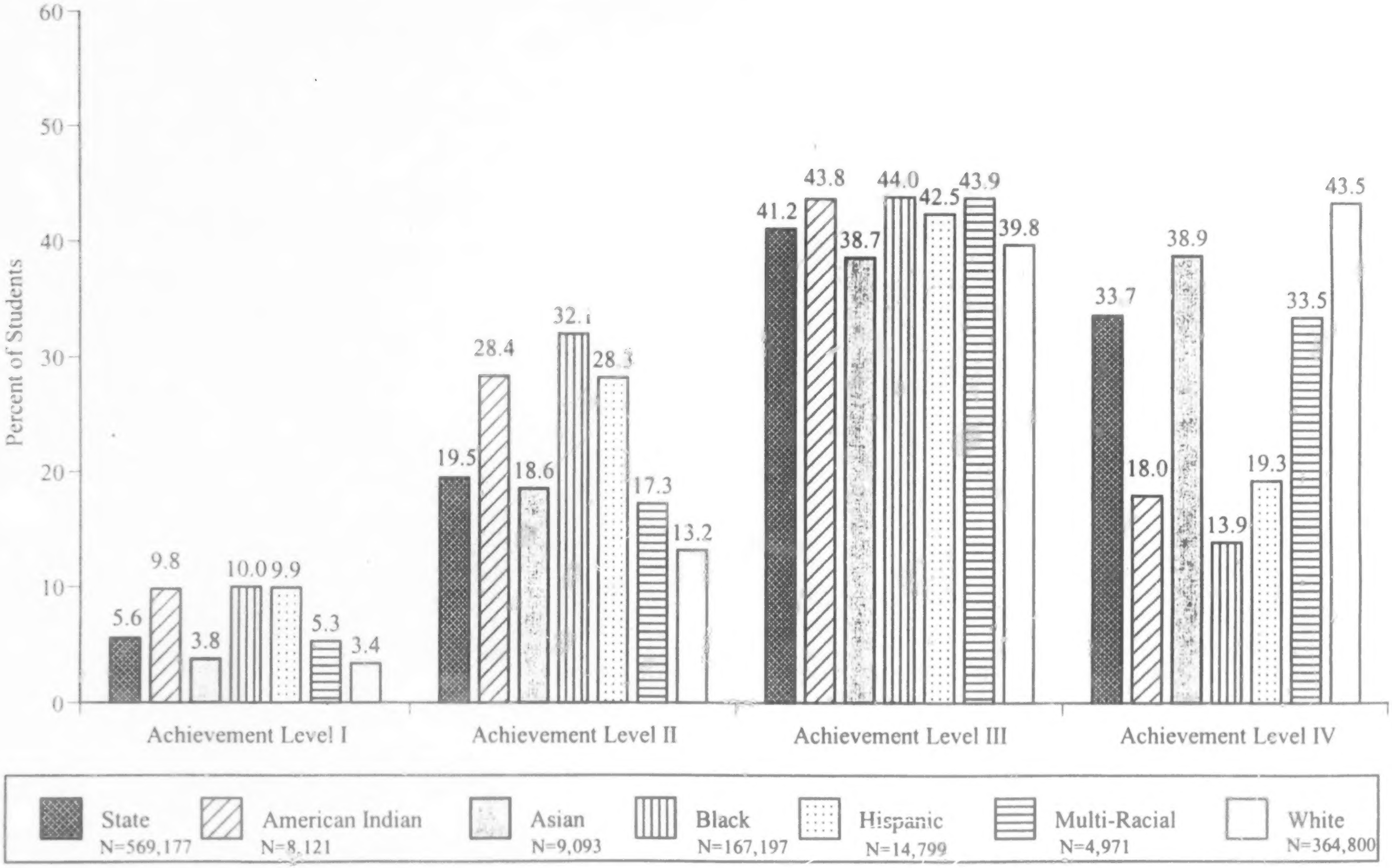
Notes: Percents are rounded to the nearest tenth.
Due to rounding, data for some grades in certain years may not add to 100%.
Data received from LEAs after October 15, 1999 are not included in this table.

Table 8. 1992-93 to 1998-99 End-of-Grade Multiple-Choice Test Results
Percent of Students at Each Achievement Level by Grade
Mathematics

Achievement Levels		Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Level I Students performing at Achievement Level I do not have sufficient mastery of knowledge and skills in the subject area to be successful at the next grade level.	**1993**	10.7	10.0	12.1	10.5	10.5	10.4
	1994	10.9	8.8	10.6	9.6	11.5	10.1
	1995	9.3	8.6	9.4	8.2	8.4	8.2
	1996	7.9	7.2	8.5	7.0	9.0	8.8
	1997	6.8	6.4	7.1	6.6	8.6	9.0
	1998	7.0	4.0	5.8	5.0	5.4	5.4
	1999	6.3	2.9	3.8	4.3	3.9	5.4
Level II Students performing at Achievement Level II demonstrate inconsistent mastery of knowledge and skills in the subject area and are minimally prepared to be successful at the next grade level.	**1993**	28.6	25.9	28.2	28.2	29.5	27.7
	1994	27.5	24.1	25.5	24.3	25.3	28.1
	1995	25.6	22.9	24.1	24.1	24.5	24.2
	1996	24.7	21.3	21.5	20.5	22.5	23.5
	1997	23.0	19.1	19.8	20.7	20.6	22.1
	1998	24.8	16.8	16.1	16.7	17.7	18.3
	1999	23.7	14.4	13.7	14.6	13.6	17.0
Level III Students performing at Achievement Level III consistently demonstrate mastery of the grade level subject matter and skills and are well-prepared for the next grade level.	**1993**	39.5	44.0	38.3	41.7	38.0	41.1
	1994	39.7	43.2	37.7	43.9	38.3	38.4
	1995	39.7	41.3	37.3	42.5	38.6	40.1
	1996	39.7	43.6	38.0	43.0	38.8	38.7
	1997	39.6	41.9	36.2	40.5	36.9	38.4
	1998	39.8	41.7	37.8	40.7	38.3	37.6
	1999	40.2	43.0	35.5	39.8	37.4	37.9
Level IV Students performing at Achievement Level IV consistently perform in a superior manner clearly beyond that required to be proficient at grade level work.	**1993**	21.2	20.1	21.4	19.5	22.0	20.8
	1994	21.9	23.8	26.2	22.3	25.0	23.5
	1995	25.4	27.2	29.2	25.1	28.5	27.5
	1996	27.7	28.0	32.0	29.6	29.7	29.1
	1997	30.7	32.7	36.8	32.2	34.0	30.5
	1998	28.4	37.6	40.2	37.7	38.6	38.7
	1999	29.8	39.6	46.9	41.3	45.1	39.7

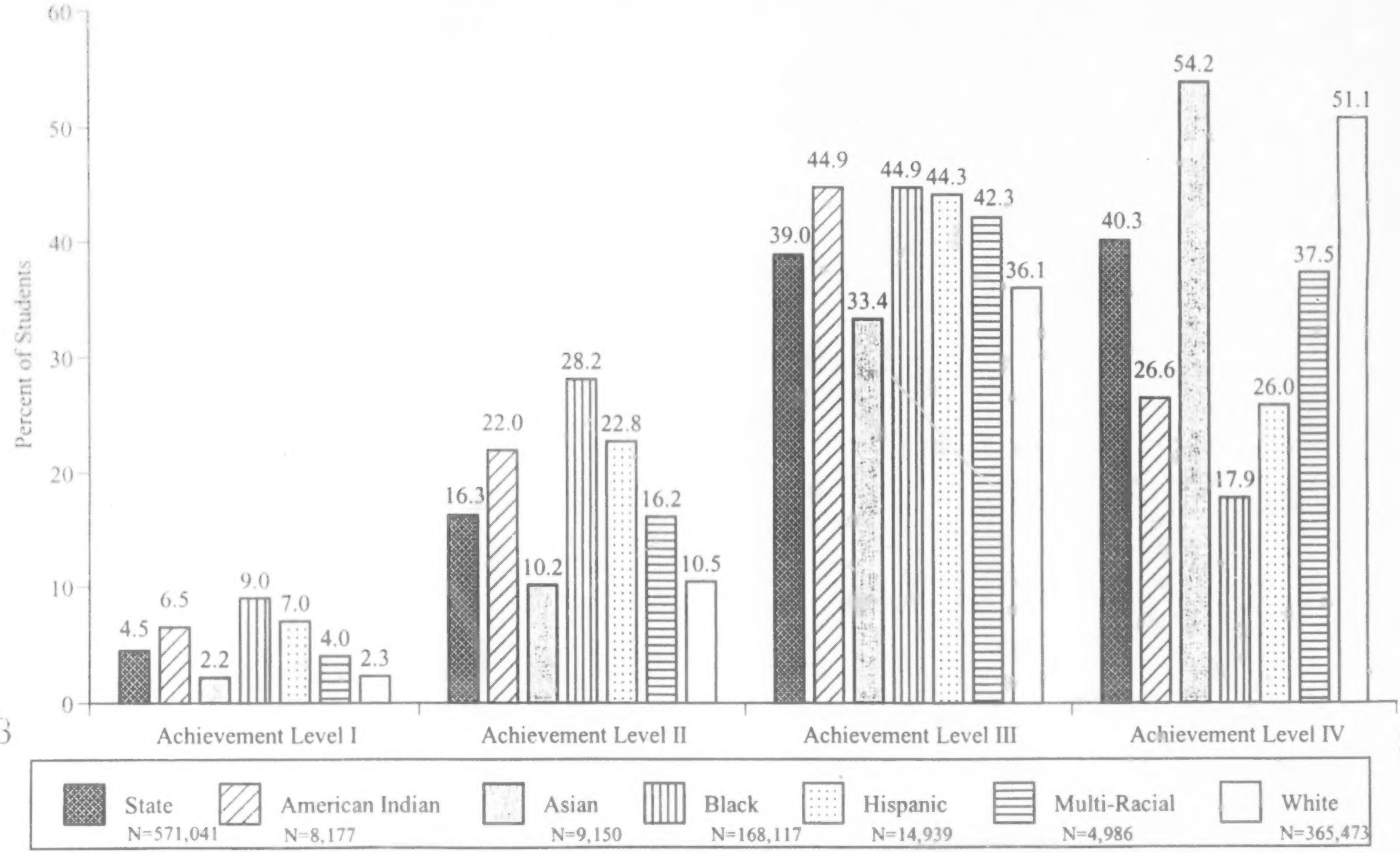
Notes: Percents are rounded to the nearest tenth.
Due to rounding, data for some grades in certain years may not add to 100%.
Data received from LEAs after October 15, 1999 are not included in this table.

Figure 1. 1998-99 End-of-Grade Multiple-Choice Test Results
Percent of Students at Each Achievement Level in Reading
Grades 3-8 Combined, by Ethnicity



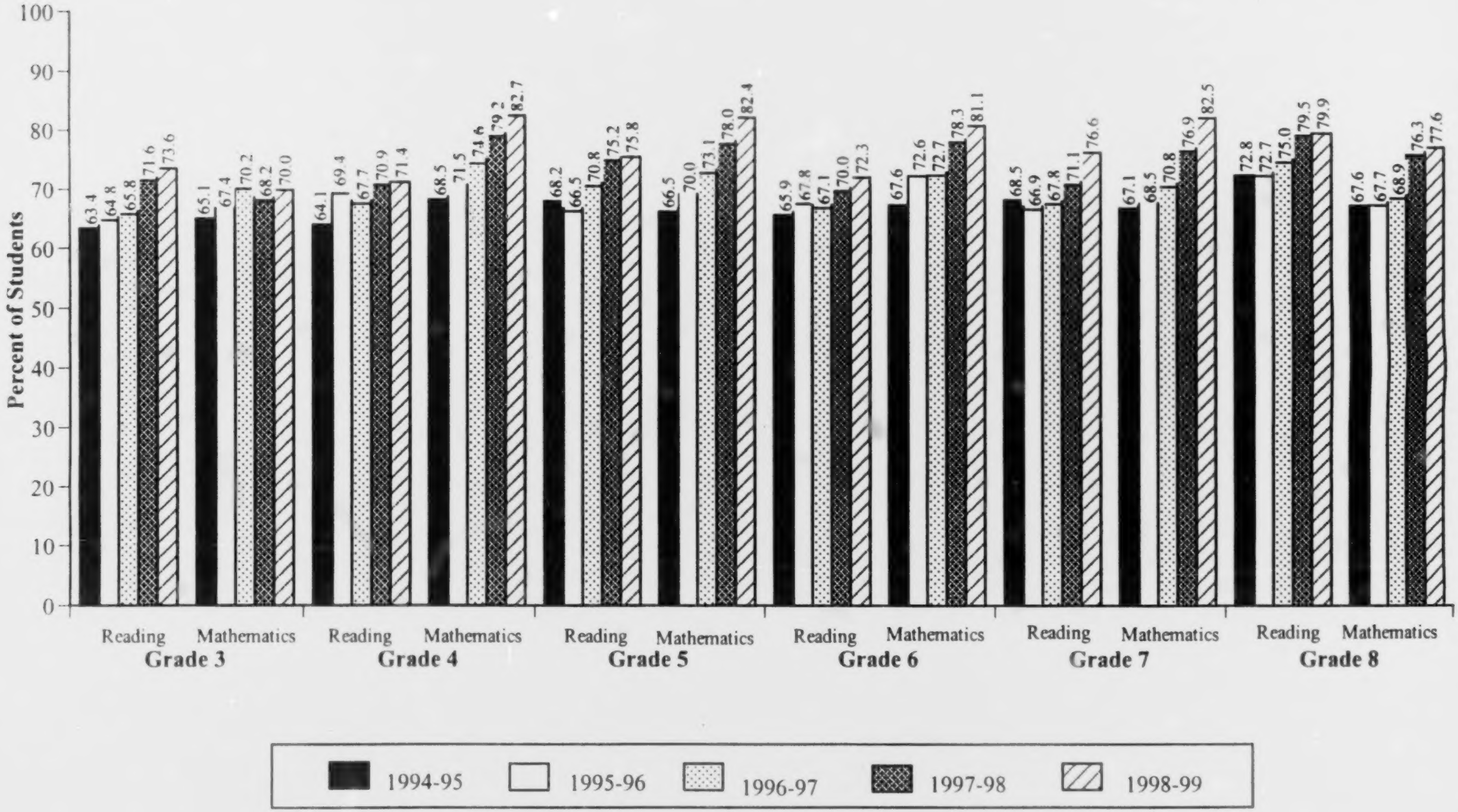
Note: Data received from LEAs after October 15, 1999 are not included in this figure.

Figure 2. 1998-99 End-of-Grade Multiple-Choice Test Results
Percent of Students at Each Achievement Level in Mathematics
Grades 3-8 Combined, by Ethnicity



Note Data received from LEAs after October 15, 1999 are not included in this figure.

Figure 3. 1994-95 to 1998-99 End-of-Grade Multiple-Choice Test Results
Percent of Students at or Above Level III in Reading and Mathematics
Grades 3-8



Notes: Data received from LEAs after October 15, 1999 are not included in this figure.

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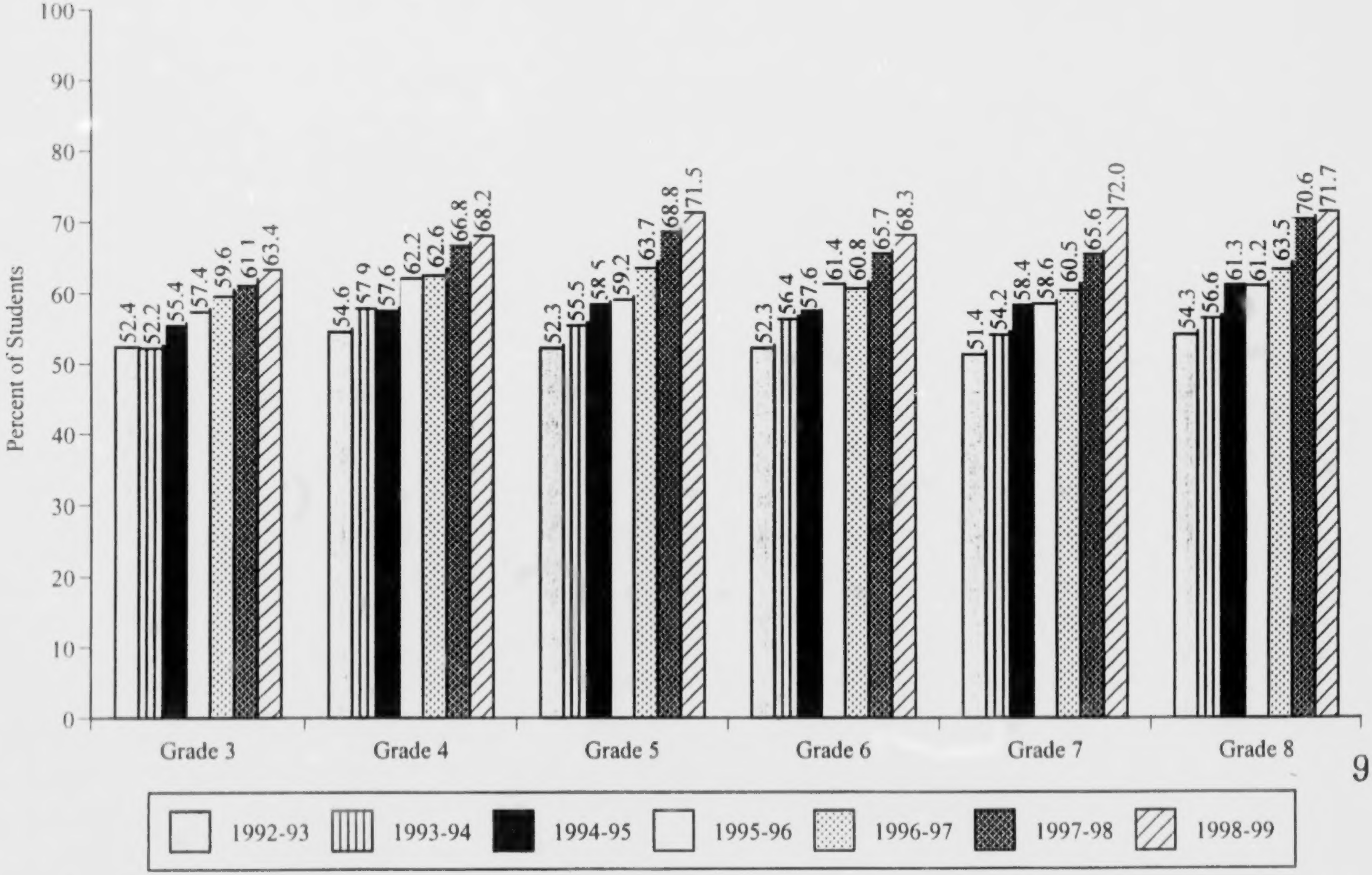
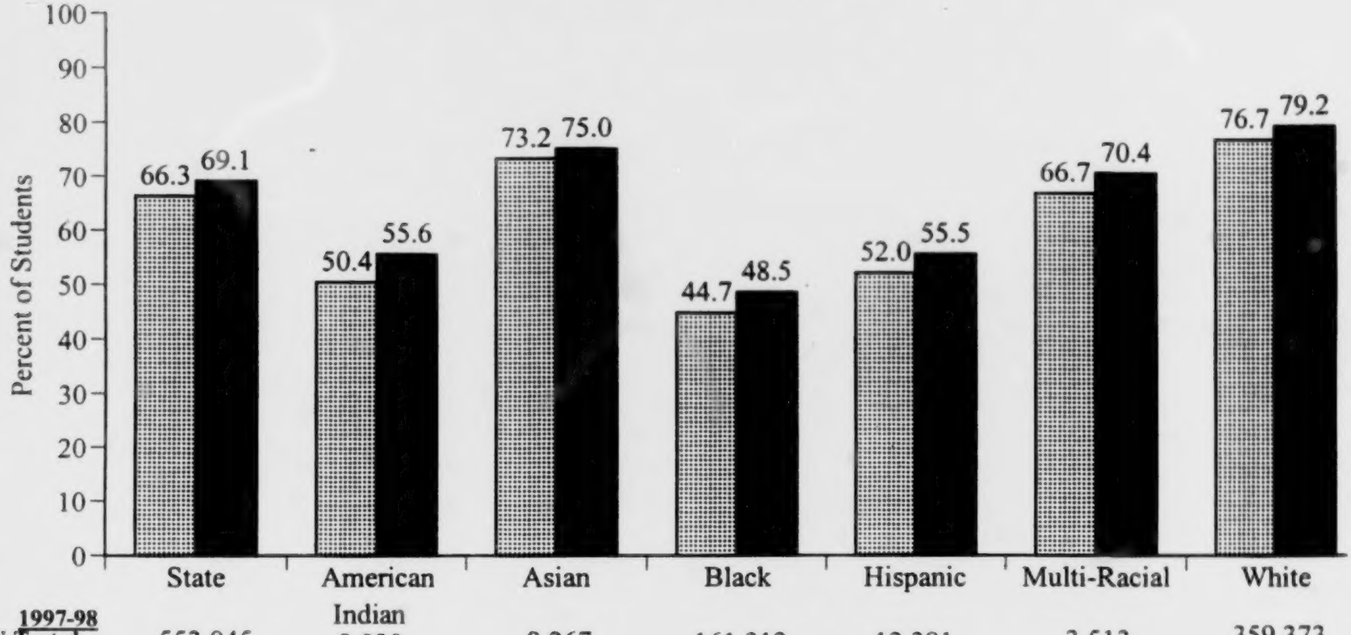
Figure 4. 1992-93 to 1998-99 End-of-Grade Multiple-Choice Test Results
Percent of Students at or Above Level III in Both Reading and Mathematics
Grades 3-8



Note Data received from LEAs after October 15, 1999 are not included in this figure.

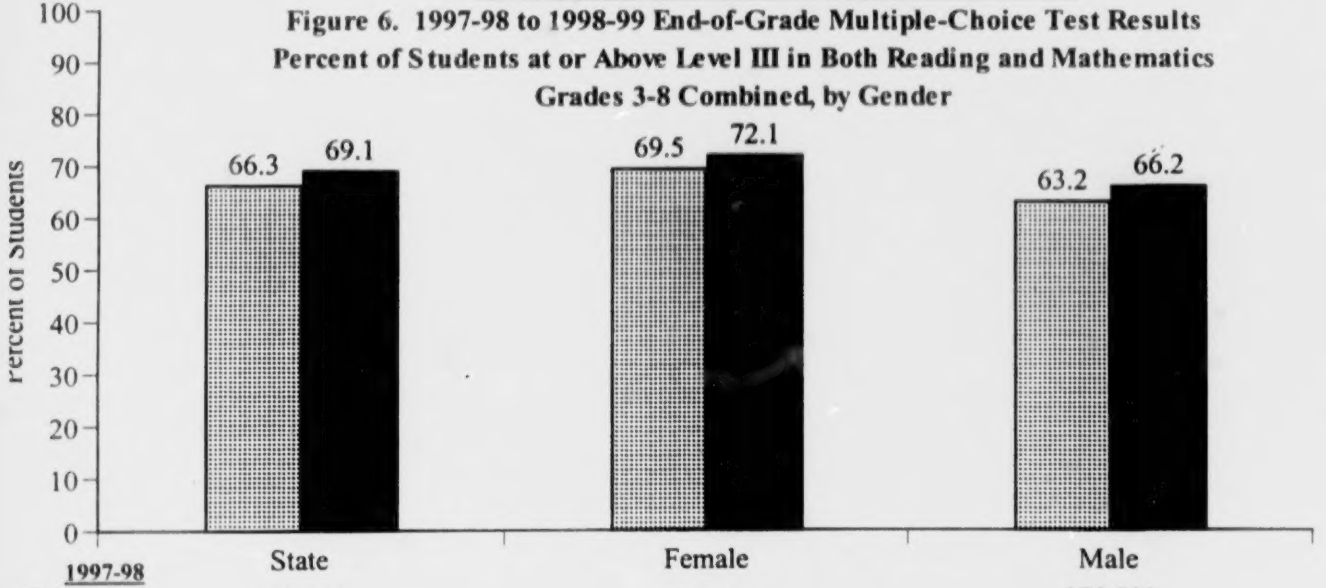
Figure 5. 1997-98 to 1998-99 End-of-Grade Multiple-Choice Test Results
Percent of Students at or Above Level III in Both Reading and Mathematics
Grades 3-8 Combined, by Ethnicity



	State	American Indian	Asian	Black	Hispanic	Multi-Racial	White
1997-98							
N Tested	553,045	8,020	8,267	161,312	12,391	3,513	359,373
N Level III, IV	366,733	4,043	6,055	72,124	6,445	2,343	275,652
1998-99							
N Tested	567,226	8,096	9,063	166,403	14,746	4,951	363,775
N Level III, IV	391,870	4,504	6,795	80,745	8,185	3,487	288,048

▨ 1997-98 ■ 1998-99

Figure 6. 1997-98 to 1998-99 End-of-Grade Multiple-Choice Test Results
Percent of Students at or Above Level III in Both Reading and Mathematics
Grades 3-8 Combined, by Gender



	State	Female	Male
1997-98			
N Tested	553,045	273,634	279,391
N Level III, IV	366,733	190,175	176,554
1998-99			
N Tested	567,226	280,642	286,542
N Level III, IV	391,870	202,277	189,572

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Notes: "N Tested" and "N Level III, IV" for the ethnicity and gender categories do not sum to the "N Tested" and "N Level III, IV" for the state because some students did not indicate their ethnicity and/or gender and therefore were reported in the state data only.
Data received from LEAs after October 15, 1999 are not included in these figures.

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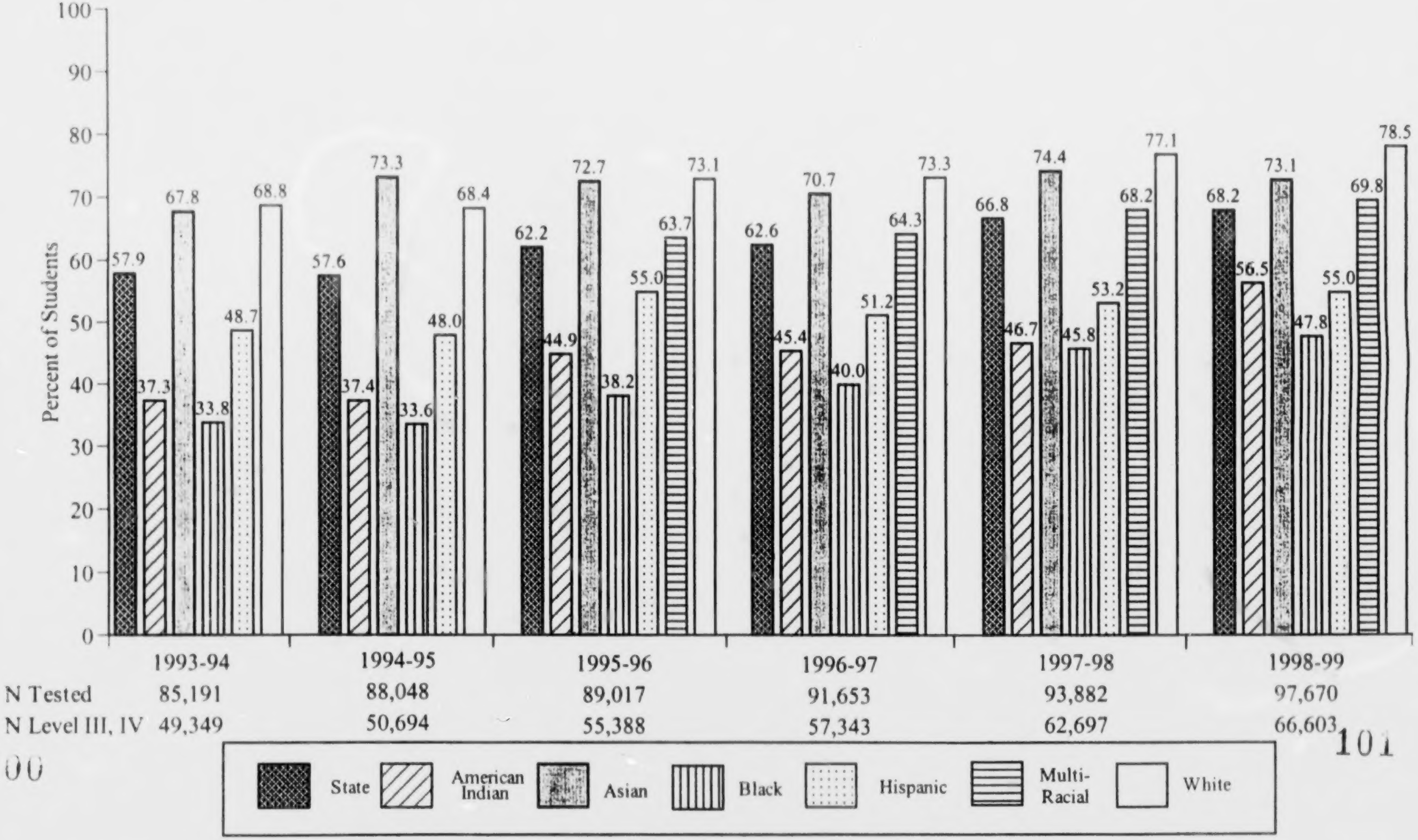
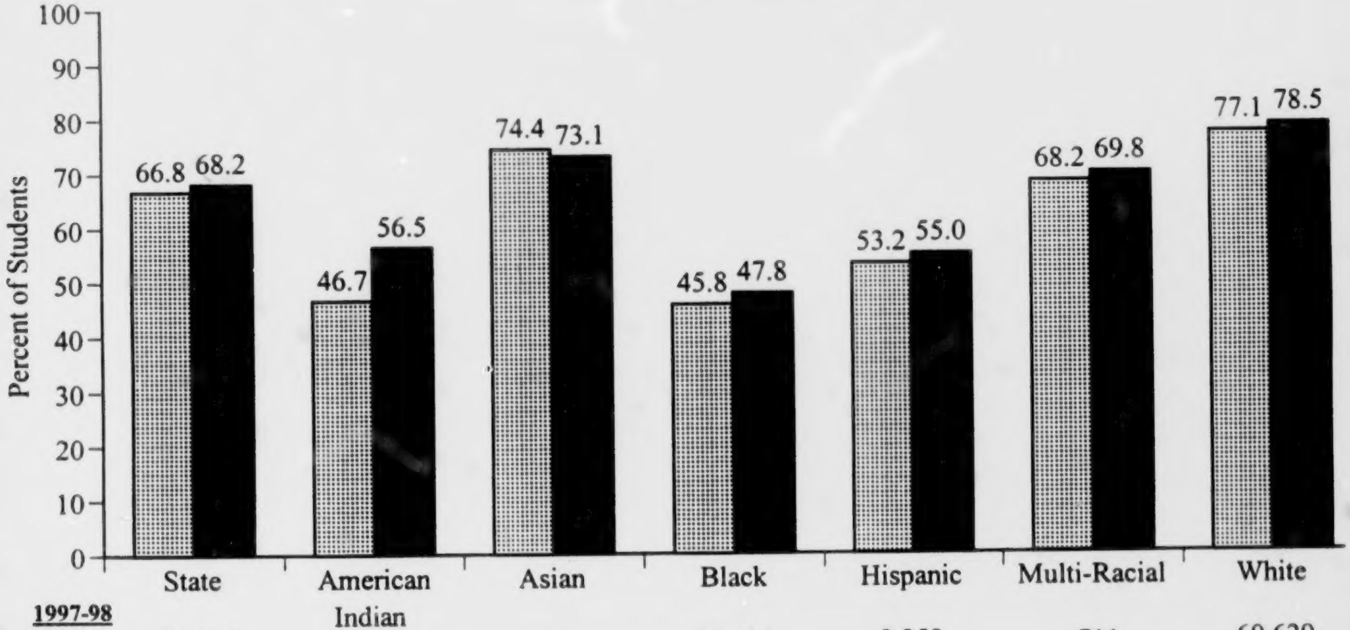
Figure 7. 1993-94 to 1998-99 End-of-Grade Multiple-Choice Test Results
Percent of Students at or Above Level III in Both Reading and Mathematics
Grade 4, by Ethnicity



Note: Multi-Racial results were not reported in 1993-94 or 1994-95.
Data received from LEAs after October 15, 1999 are not included in this figure.

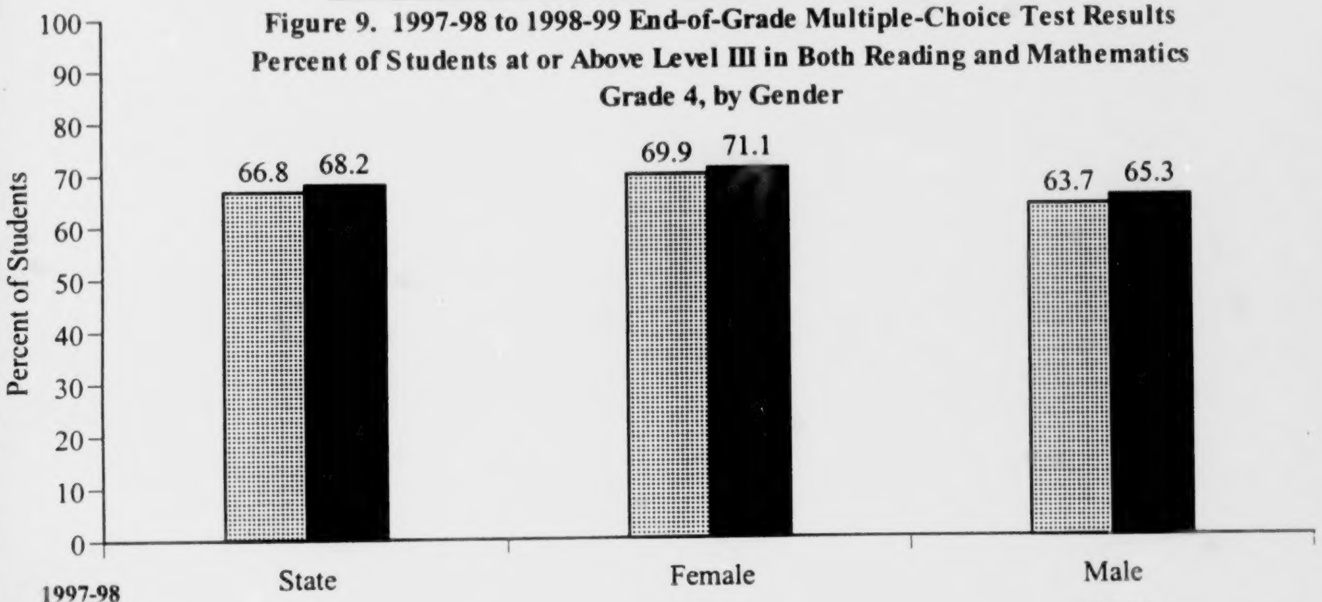
Figure 8. 1997-98 to 1998-99 End-of-Grade Multiple-Choice Test Results
Percent of Students at or Above Level III in Both Reading and Mathematics
Grade 4, by Ethnicity



	State	American Indian	Asian	Black	Hispanic	Multi-Racial	White
1997-98							
N Tested	93,882	1,290	1,357	27,606	2,259	711	60,629
N Level III, IV	62,697	603	1,009	12,640	1,202	485	46,742
1998-99							
N Tested	97,670	1,346	1,529	29,154	2,647	971	62,000
N Level III, IV	66,603	760	1,118	13,938	1,456	678	48,642

▨ 1997-98 ■ 1998-99

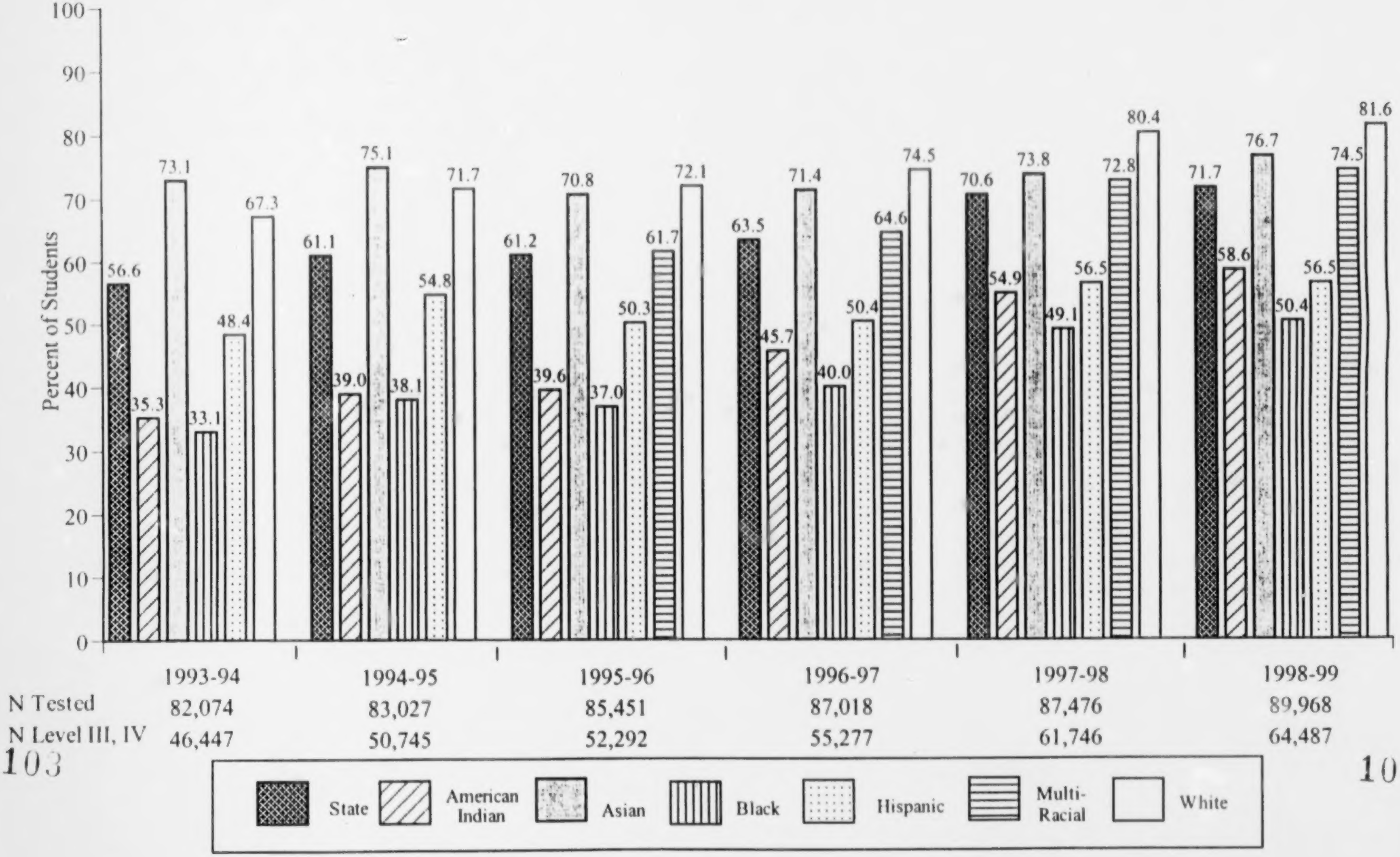
Figure 9. 1997-98 to 1998-99 End-of-Grade Multiple-Choice Test Results
Percent of Students at or Above Level III in Both Reading and Mathematics
Grade 4, by Gender



	State	Female	Male
1997-98			
N Tested	93,882	46,715	47,164
N Level III, IV	62,697	32,637	30,060
1998-99			
N Tested	97,670	48,844	48,822
N Level III, IV	66,603	34,739	31,862

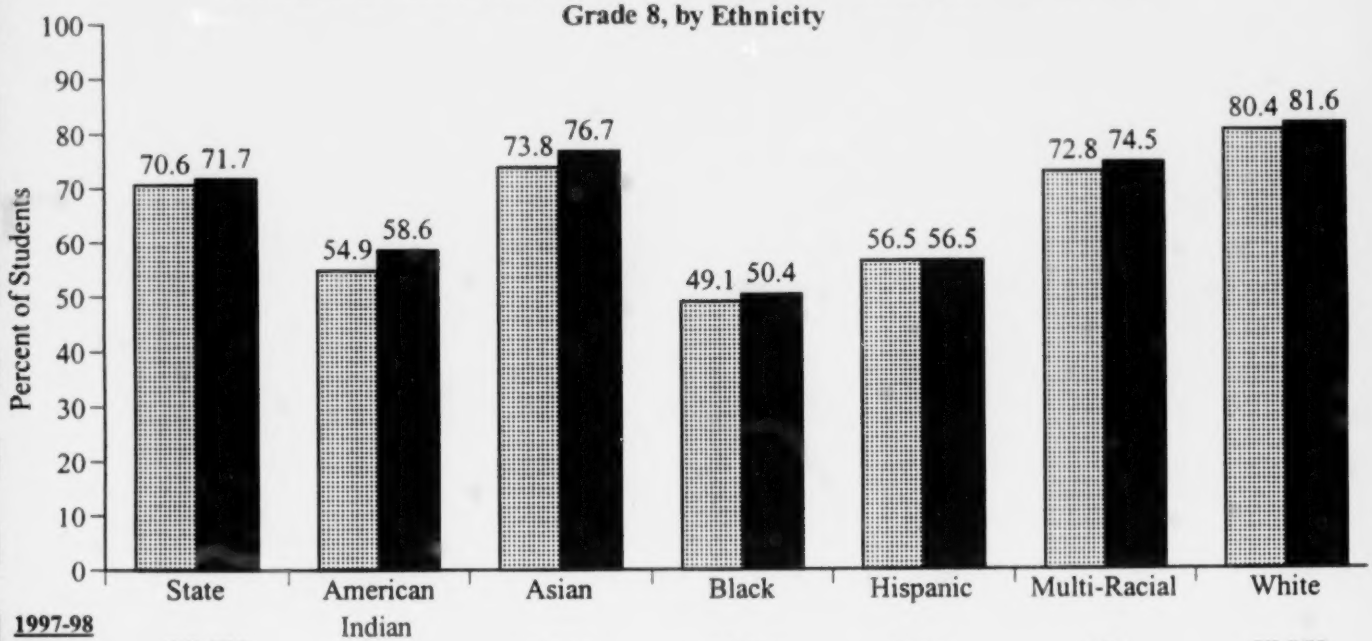
Notes: "N Tested" and "N Level III, IV" for the ethnicity and gender categories do no sum to the "N Tested" and "N Level III, IV" for the state because some students did not indicate their ethnicity and/or gender and therefore were reported in the state data only.
Data received from LEAs after October 15, 1999 are not included in these figures.

Figure 10. 1993-94 to 1998-99 End-of-Grade Multiple-Choice Test Results
Percent of Students at or Above Level III in Both Reading and Mathematics
Grade 8, by Ethnicity



Notes: Multi-Racial results were not reported in 1993-94 or 1994-95.
Data received from LEAs after October 15, 1999 are not included in this figure.

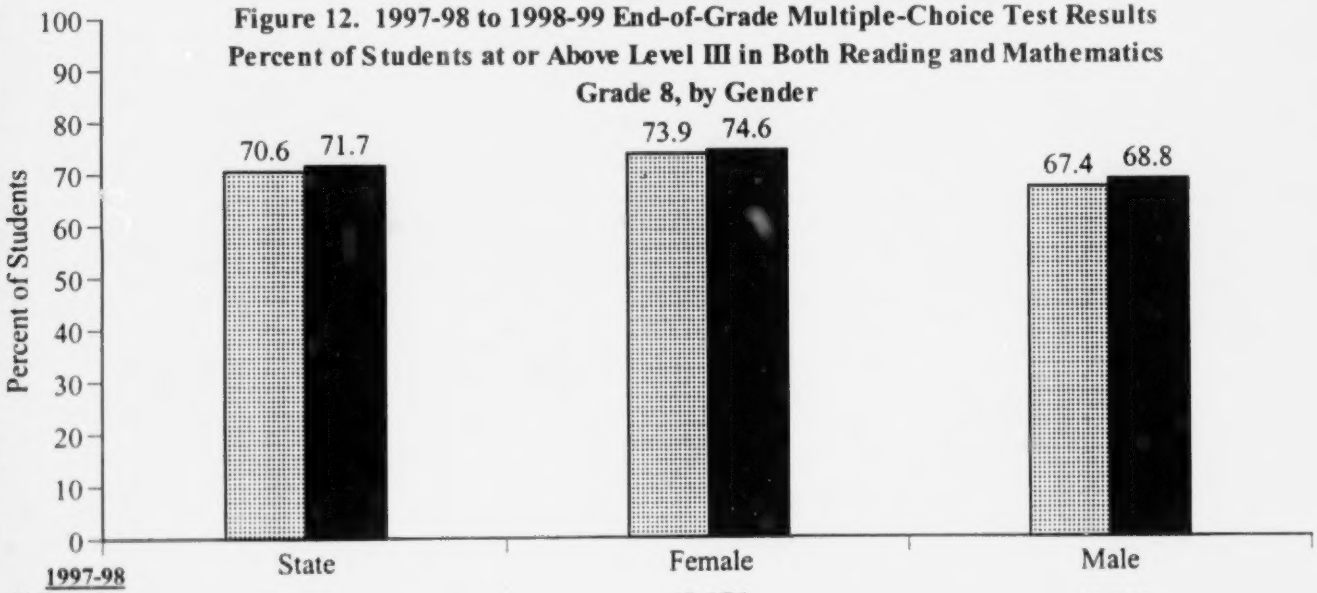
Figure 11. 1997-98 to 1998-99 End-of-Grade Multiple-Choice Test Results
Percent of Students at or Above Level III in Both Reading and Mathematics
Grade 8, by Ethnicity



	State	American Indian	Asian	Black	Hispanic	Multi-Racial	White
1997-98							
N Tested	87,476	1,318	1,384	24,602	1,737	430	57,978
N Level III, IV	61,746	724	1,022	12,075	981	313	46,618
1998-99							
N Tested	89,968	1,274	1,487	25,578	2,029	568	58,972
N Level III, IV	64,487	747	1,140	12,884	1,147	423	48,112

▨ 1997-98 ■ 1998-99

Figure 12. 1997-98 to 1998-99 End-of-Grade Multiple-Choice Test Results
Percent of Students at or Above Level III in Both Reading and Mathematics
Grade 8, by Gender



	State	Female	Male
1997-98			
N Tested	87,476	43,176	44,297
N Level III, IV	61,746	31,907	29,839
1998-99			
N Tested	89,968	44,570	45,388
N Level III, IV	64,487	33,244	31,237

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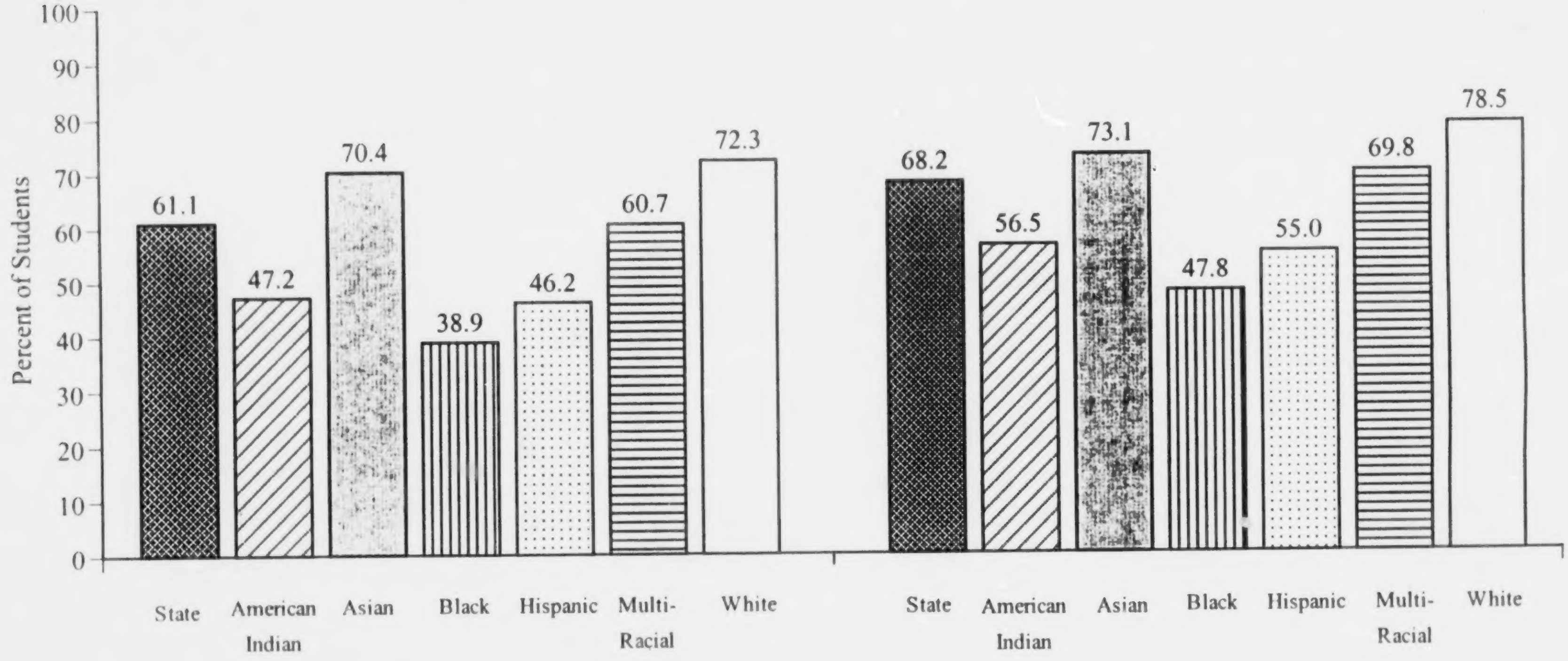
Notes: "N Tested" and "N Level III, IV" for the ethnicity and gender categories do no sum to the "N Tested" and "N Level III, IV" for the state because some students did not indicate their ethnicity and/or gender and therefore were reported in the state data only.
Data received from LEAs after October 15, 1999 are not included in these figures.

Figure 13. 1997-98 to 1998-99 End-of-Grade Multiple-Choice Test Results
Percent of Students at or Above Level III in Both Reading and Mathematics
Cohort Comparison, Grade 3 to Grade 4

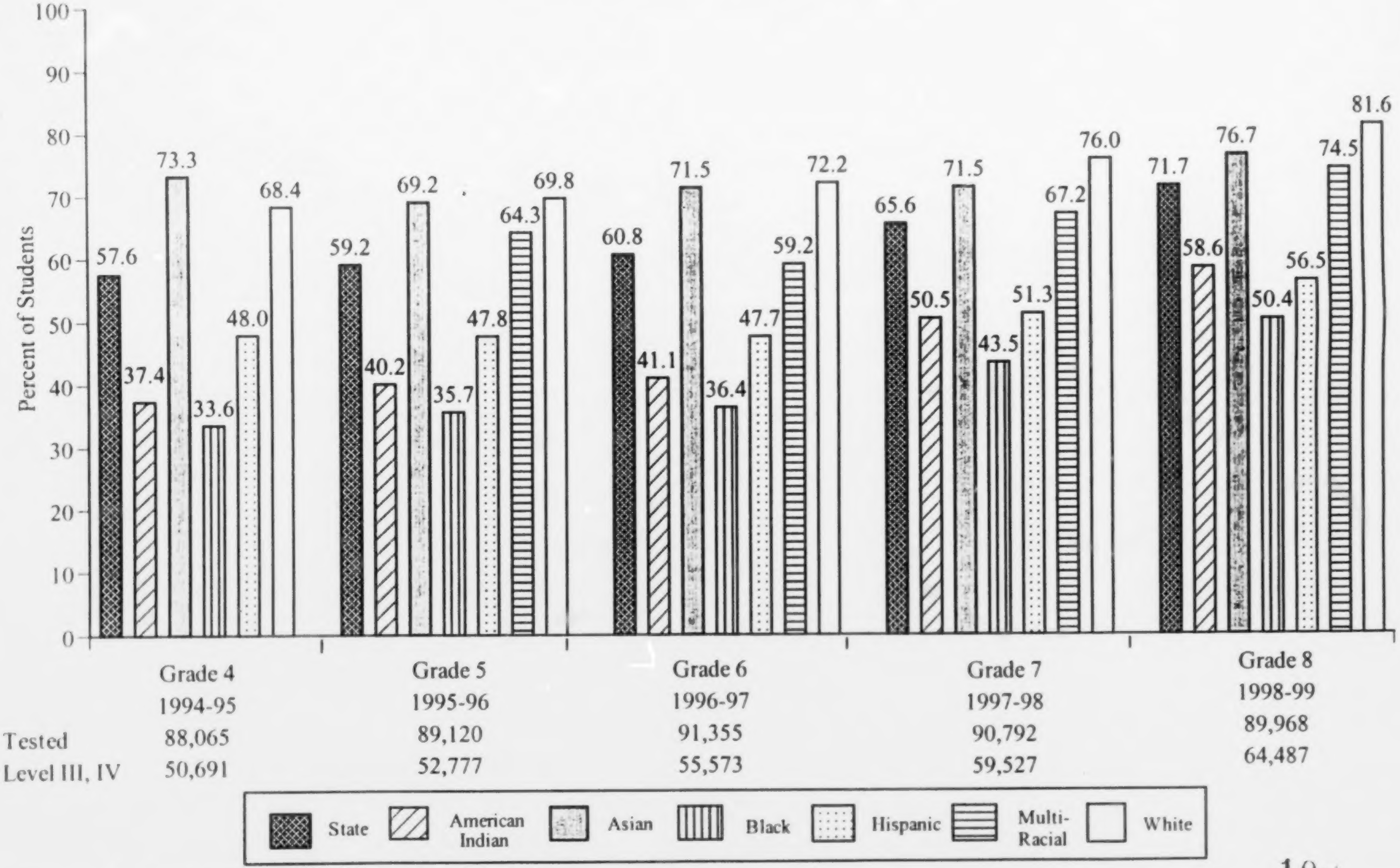


Grade 3
1997-98
N Tested = 98,187
N Level III, IV = 59,952

Grade 4
1998-99
N Tested = 97,670
N Level III, IV = 66,603

Note Data received from LEAs after October 15, 1999 are not included in this figure.

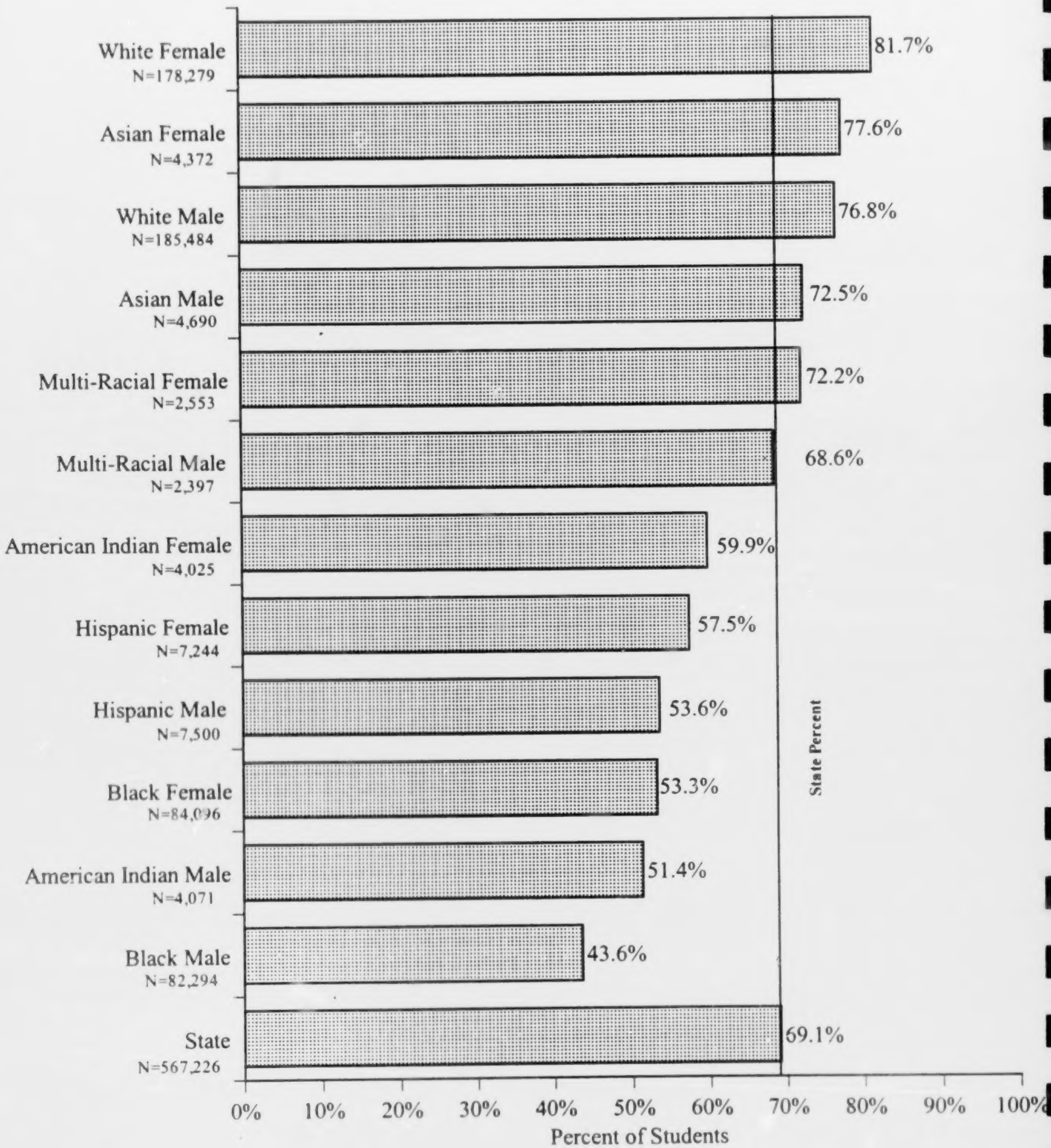
Figure 14. 1994-95 to 1998-99 End-of-Grade Multiple-Choice Test Results
Percent of Students at or Above Level III in Both Reading and Mathematics
Cohort Comparison, Grade 4 to Grade 8



	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
	1994-95	1995-96	1996-97	1997-98	1998-99
N Tested	88,065	89,120	91,355	90,792	89,968
N Level III, IV	50,691	52,777	55,573	59,527	64,487

Notes: Multi-Racial results were not reported in 1994-95.
Data received from LEAs after October 15, 1999 are not included in this figure.

Figure 15. 1998-99 End-of-Grade Multiple-Choice Test Results
Percent of Students at or Above Level III in Both Reading and Mathematics
Grades 3-8, by Gender and Ethnicity



Note: Data received from LEAs after October 15, 1999 are not included in this figure

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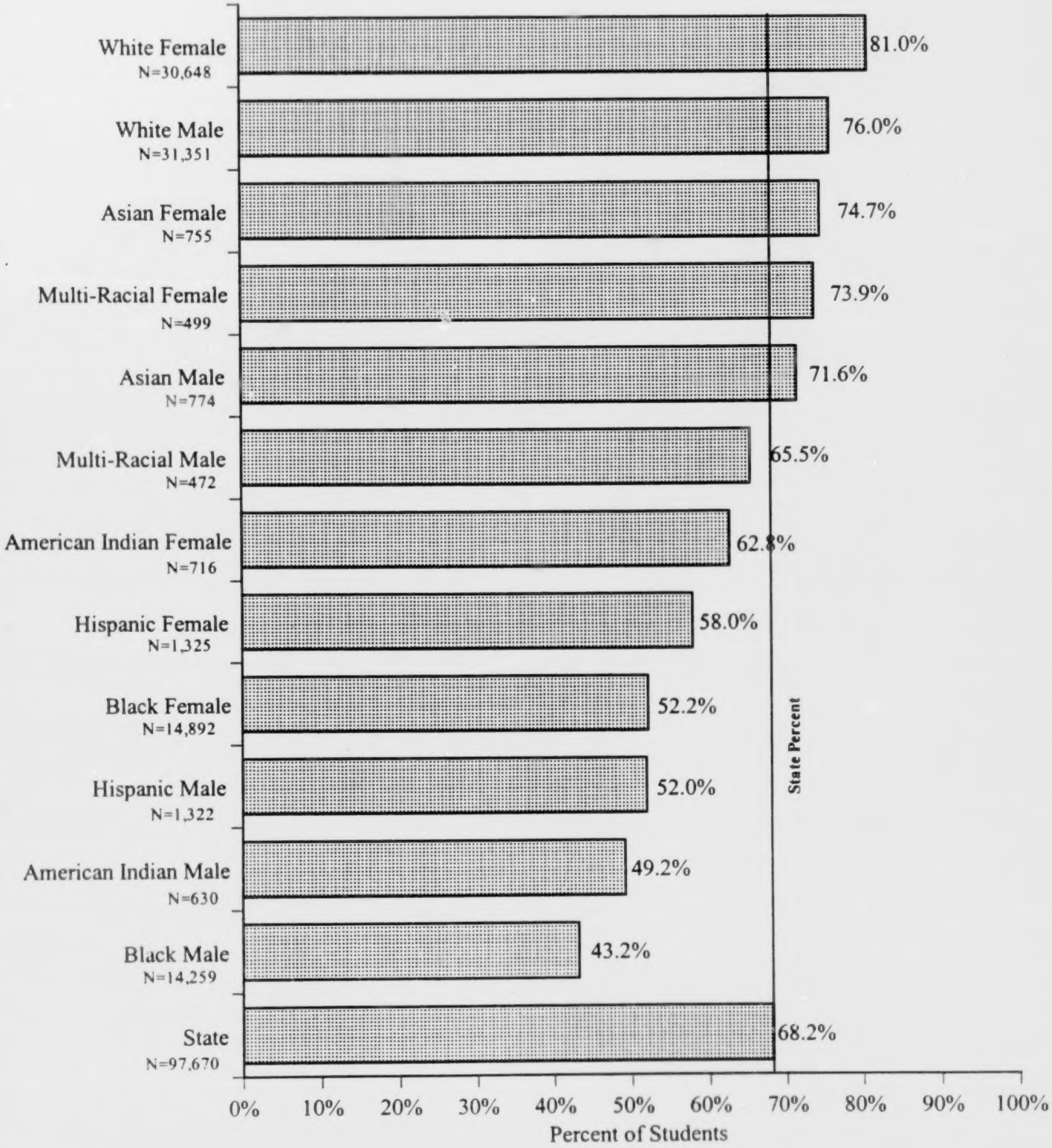
Figure 16. 1998-99 End-of-Grade Multiple-Choice Test Results
Percent of Students at or Above Level III in Both Reading and Mathematics
Grade 4, by Gender and Ethnicity



Note: Data received from LEAs after October 15, 1999 are not included in this figure.

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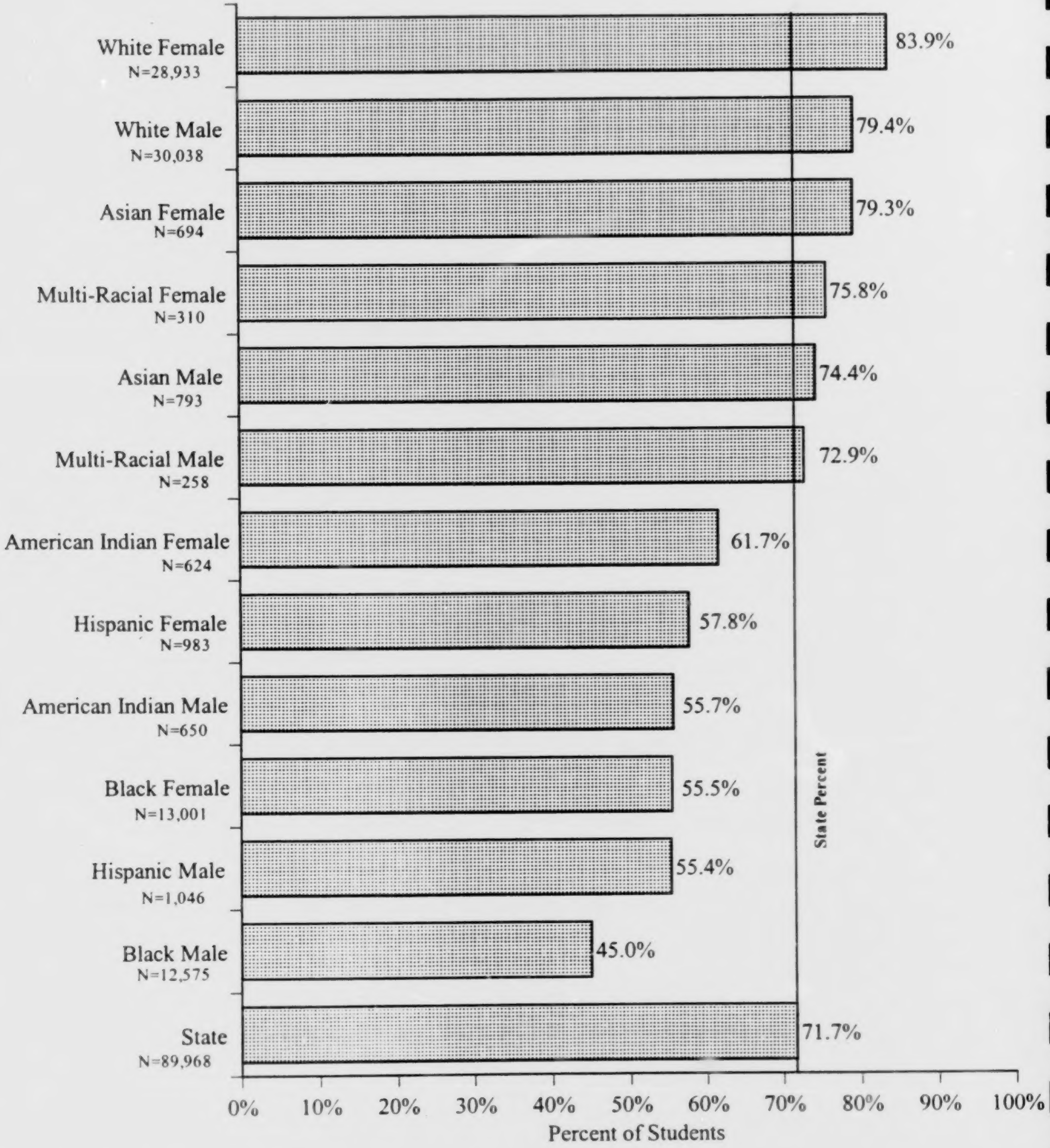
Figure 17. 1998-99 End-of-Grade Multiple-Choice Test Results Percent of Students at or Above Level III in Both Reading and Mathematics Grade 8, by Gender and Ethnicity



Note: Data received from LEAs after October 15, 1999 are not included in this figure.

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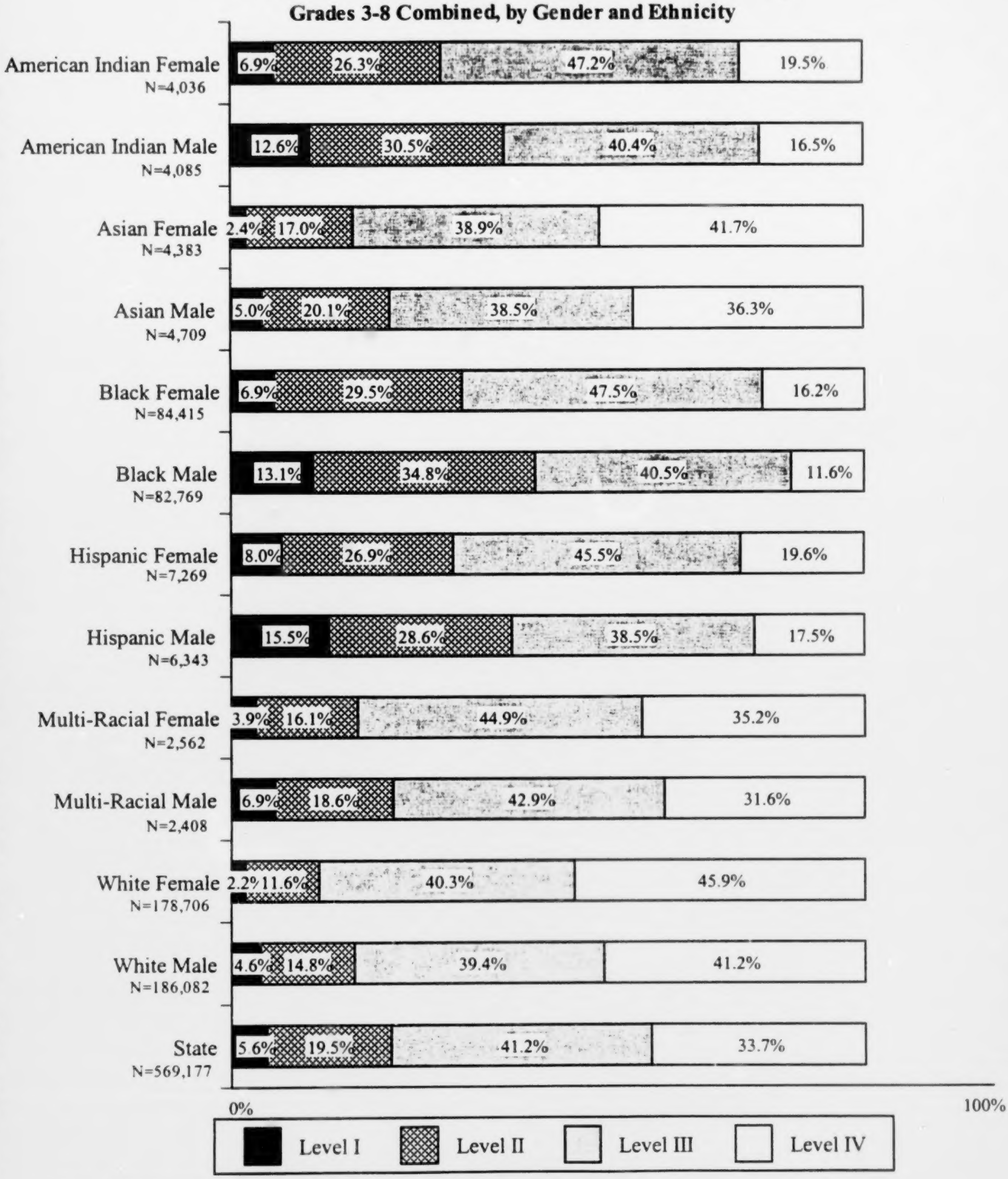
Figure 18. 1998-99 End-of-Grade Multiple-Choice Test Results Percent of Students at Each Achievement Level in Reading Grades 3-8 Combined, by Gender and Ethnicity



Notes: Achievement levels for each ethnic category may not add to 100% due to rounding.
Data received from LEAs after October 15, 1999 are not included in this figure.

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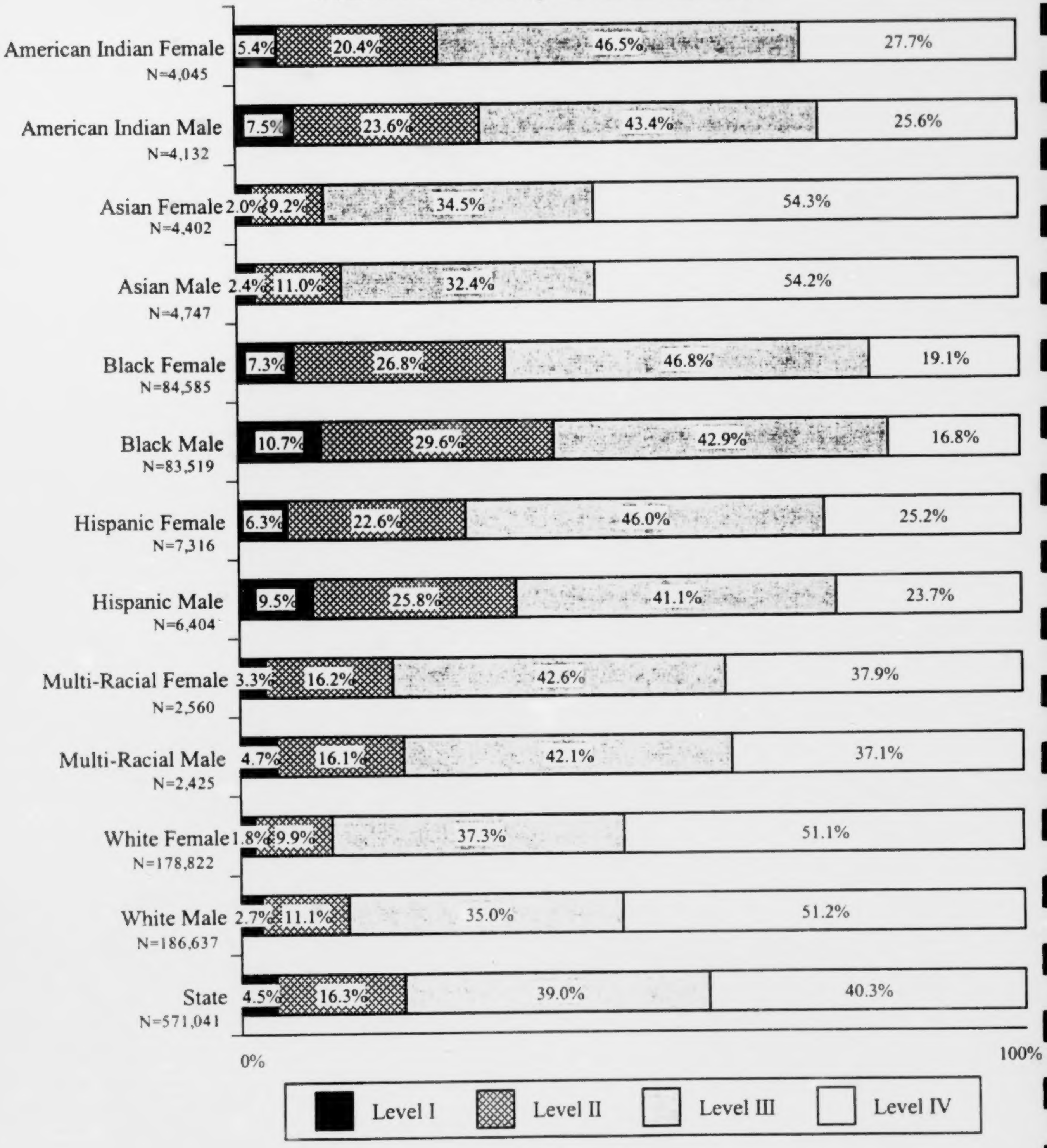
Figure 19. 1998-99 End-of-Grade Multiple-Choice Test Results
Percent of Students at Each Achievement Level in Mathematics
Grades 3-8 Combined, by Gender and Ethnicity



Notes: Achievement levels for each ethnic category may not add to 100% due to rounding.
Data received from LEAs after October 15, 1999 are not included in this figure.

Figure 20. 1992-93 to 1998-99 End-of-Grade Multiple-Choice Test Results
Gains in Mean Scale Scores - Reading
Grades 3-8

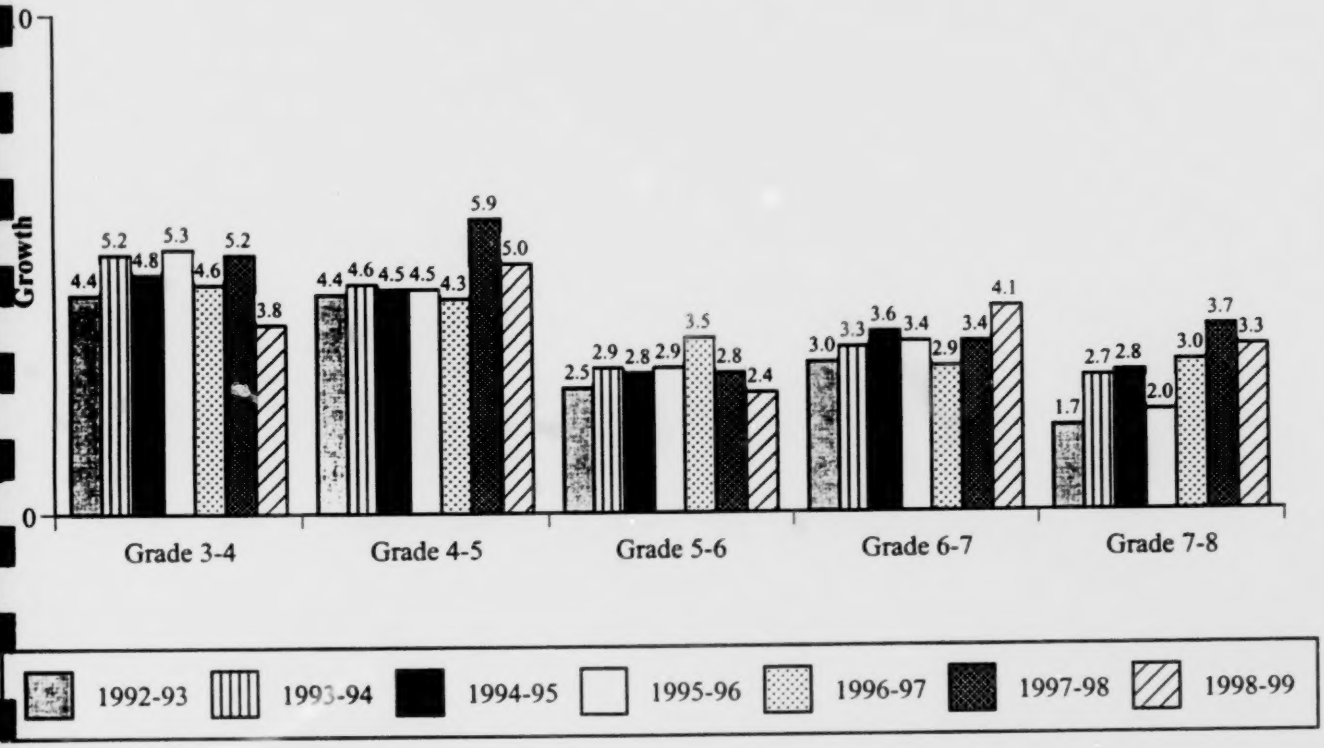
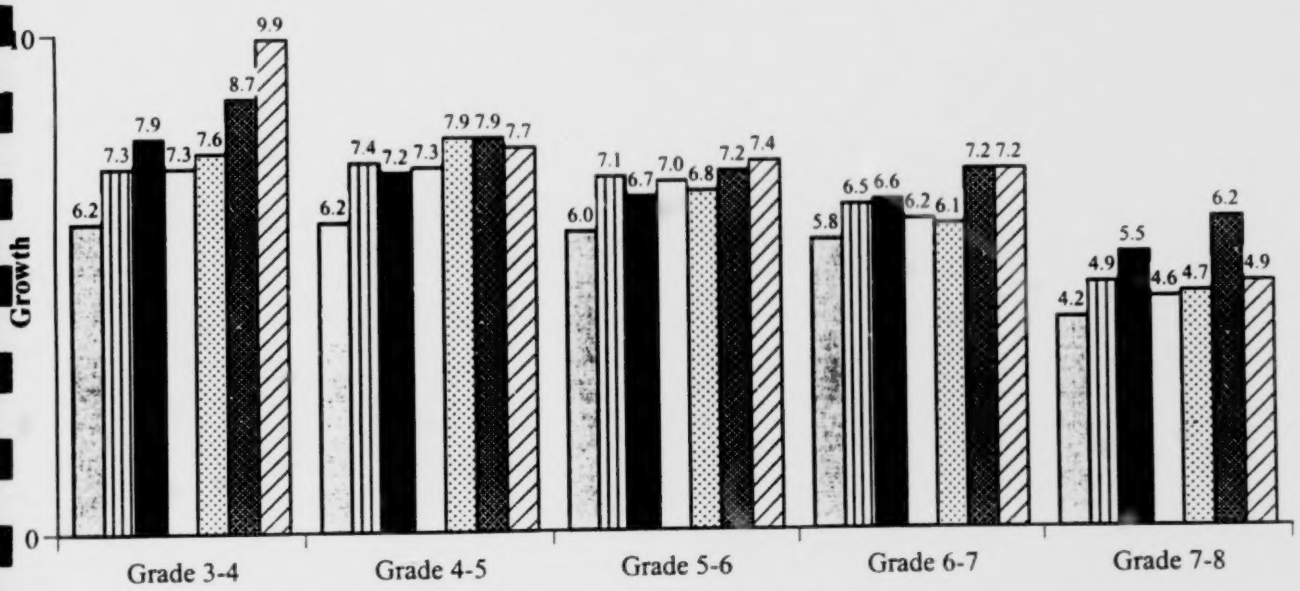


Figure 21. 1992-93 to 1998-99 End-of-Grade Multiple-Choice Test Results
Gains in Mean Scale Scores - Mathematics
Grades 3-8



Note: Data received from LEAs after October 15, 1999 are not included in these figures.

Table 9. 1998-99 End-of-Grade Multiple-Choice Test Results
Percent of Students by Achievement Level, by Grade and Ethnicity

		American Indian		Asian		Black		Hispanic		Multi-Racial		White	
	Grade	R*	M	R	M	R	M	R	M	R	M	R	M
Achievement Level I	3	9.5	8.1	4.5	2.9	11.7	12.6	11.6	8.1	6.6	5.2	4.3	3.1
	4	11.6	4.5	4.9	1.0	13.0	5.9	12.0	3.8	7.1	2.0	4.6	1.5
	5	11.7	7.0	3.2	2.1	8.9	7.6	8.1	6.2	3.8	3.1	2.9	2.0
	6	8.7	6.4	3.9	2.2	10.4	8.6	9.5	7.1	4.4	5.1	3.6	2.2
	7	10.6	4.8	3.3	1.9	9.4	8.1	10.0	7.1	5.3	3.2	3.1	2.0
	8	6.5	7.9	2.9	3.1	5.7	11.1	7.1	10.3	3.0	5.6	1.9	2.8
Achievement Level II	3	26.2	28.5	18.9	16.1	30.7	37.5	27.0	32.1	16.4	23.6	13.6	16.7
	4	28.5	19.0	20.8	8.0	34.0	25.9	29.6	19.3	19.5	12.9	14.6	8.8
	5	29.0	22.5	18.7	7.2	31.6	24.1	28.0	20.0	17.0	13.3	13.1	8.7
	6	32.5	19.4	19.3	8.5	35.0	25.9	31.4	21.0	21.6	13.8	15.1	9.2
	7	27.5	19.0	17.5	8.1	31.0	25.0	26.5	18.6	16.2	13.0	12.0	8.4
	8	26.9	23.4	16.5	12.6	30.2	29.9	26.7	23.7	11.9	16.7	10.6	11.1
Achievement Level III	3	42.4	43.0	34.6	38.1	40.5	38.7	39.4	40.9	40.3	43.2	34.6	40.8
	4	46.6	50.3	42.7	36.9	43.5	50.6	44.9	50.7	42.4	45.0	43.9	39.1
	5	44.7	41.7	39.7	30.7	46.4	44.3	45.3	42.1	46.1	36.3	41.5	31.2
	6	41.8	48.5	38.3	32.1	40.5	47.3	39.6	46.1	42.7	43.0	39.2	36.0
	7	42.5	43.3	38.7	32.3	44.9	46.2	41.8	44.1	45.7	44.1	39.5	33.2
	8	45.0	42.4	38.3	30.0	49.1	42.5	44.7	41.3	50.4	42.2	40.5	35.9
Achievement Level IV	3	21.9	20.5	42.0	42.9	17.1	11.2	21.9	18.9	36.8	28.0	47.5	39.3
	4	13.4	26.3	31.6	54.0	9.6	17.7	13.4	26.2	31.0	40.0	36.9	50.6
	5	14.6	28.8	38.5	60.0	13.1	24.0	18.6	31.7	33.1	47.3	42.5	58.1
	6	17.0	25.7	38.5	57.2	14.1	18.3	19.5	25.8	31.2	38.1	42.0	52.6
	7	19.4	32.9	40.6	57.8	14.7	20.7	21.7	30.1	32.8	39.6	45.4	56.4
	8	21.6	26.3	42.2	54.3	15.0	16.5	21.4	24.7	34.7	35.6	47.0	50.2
Percent at or above Level III†	3	64.3	63.5	76.6	81.0	57.6	49.9	61.3	59.8	77.0	71.2	82.1	80.1
	4	60.0	76.6	74.3	90.9	53.0	68.2	58.3	76.9	73.4	85.1	80.8	89.6
	5	59.3	70.5	78.2	90.6	59.5	68.3	63.9	73.8	79.2	83.6	83.9	89.3
	6	58.8	74.2	76.8	89.3	54.6	65.6	59.1	71.9	73.9	81.1	81.3	88.6
	7	62.0	76.1	79.3	90.1	59.5	66.9	63.5	74.3	78.5	83.7	84.9	89.6
	8	66.6	68.7	80.5	84.3	64.1	59.0	66.1	66.0	85.1	77.8	87.5	86.1

	Grade 3		Grade 4		Grade 5		Grade 6		Grade 7		Grade 8	
	N**	%	N	%	N	%	N	%	N	%	N	%
American Indian	1,464	1.5	1,349	1.4	1,308	1.4	1,400	1.5	1,317	1.4	1,283	1.4
Asian	1,595	1.6	1,532	1.6	1,521	1.6	1,418	1.5	1,533	1.7	1,494	1.7
Black	30,513	30.4	29,257	29.9	27,630	29.2	27,571	29.5	26,527	28.8	25,699	28.5
Hispanic	2,937	2.9	2,650	2.7	2,540	2.7	2,470	2.6	2,159	2.3	2,043	2.3
Multi-Racial	1,219	1.2	974	1.0	864	0.9	721	0.8	622	0.7	571	0.6
White	62,766	62.5	62,124	63.5	60,906	64.3	59,986	64.1	59,839	65.0	59,179	65.6
Total	100,494		97,886		94,769		93,566		91,997		90,269	

Notes: *"R" = Reading; "M" = Mathematics

†"Percent at or above Level III" is calculated based on actual N-counts and is not summed.

**"N" is the number of students who took the end-of-grade test in reading.

Due to rounding, some ethnicity categories in some grades may not sum to 100%.

When summed, ethnic N-counts may not match the state N-counts because students may not have coded in an ethnic category or they may have coded in "Other".

Data received from LEAs after October 15, 1999 are not included in this table.

Table 10. 1998-99 End-of-Grade Multiple-Choice Test Results Percent of Students by Achievement Level by Grade and Gender

		Male		Female	
	Grade	**Reading**	**Mathematics**	**Reading**	**Mathematics**
Achievement Level I	3	8.9	7.0	4.8	5.5
	4	9.3	3.4	5.5	2.5
	5	6.4	4.6	3.5	3.0
	6	7.8	5.3	3.9	3.2
	7	7.1	4.7	3.3	3.2
	8	4.4	6.5	1.9	4.3
Achievement Level II	3	21.0	23.6	18.0	23.9
	4	22.5	15.1	19.8	13.7
	5	21.0	14.5	17.5	13.0
	6	23.8	15.9	19.7	13.3
	7	20.0	14.6	16.2	12.5
	8	19.2	17.9	14.5	16.0
Achievement Level III	3	35.6	39.0	37.8	41.5
	4	42.0	41.7	45.6	44.4
	5	41.5	34.2	44.6	36.8
	6	38.2	38.5	41.1	41.2
	7	39.7	36.1	42.7	38.7
	8	41.8	35.8	44.5	40.1
Achievement Level IV	3	34.5	30.4	39.4	29.1
	4	26.1	39.9	29.1	39.4
	5	31.1	46.7	34.4	47.2
	6	30.2	40.4	35.3	42.3
	7	33.2	44.6	37.7	45.5
	8	34.6	39.8	39.1	39.6
Percent at or above Level III[†]	3	70.2	69.4	77.3	70.6
	4	68.1	81.5	74.7	83.8
	5	72.7	80.9	79.0	84.0
	6	68.4	78.8	76.4	83.5
	7	72.9	80.7	80.4	84.3
	8	76.4	75.5	83.6	79.7

	Male		Female	
Grade	N*	Percent	N	Percent
3	51,343	51.1	49,174	48.9
4	48,962	50.0	48,944	50.0
5	47,621	50.2	47,165	49.8
6	47,478	50.7	46,109	49.3
7	46,695	50.7	45,323	49.3
8	45,590	50.5	44,730	49.5

Notes: *"N" is the number of students who took the end-of-grade test in reading.

[†] All percents are calculated based on actual N-counts and are not summed.

Due to rounding, some categories in some grades may not sum to 100%.

When summed, male and female N-counts may not match the state N-counts because students may not have identified themselves as male or female.

Data received from LEAs after October 15, 1999 are not included in this table.

Table 11. 1998-99 End-of-Grade Multiple-Choice Test Results
Performance of Exceptional and Limited English Proficient Students
Grades 3-8

Grade	Category	Number Tested	Percent[1]	Percent at or above Level III[2]	Average Scale Score Reading	Average Scale Score Mathematics
3	All Students	100,525	100.0	63.4	146.4	142.9
	Not Exceptional	82,377	82.1	65.0	146.6	142.8
	Academically Gifted	6,497	6.5	98.9	157.7	156.2
	Students with Disabilities	11,428	11.4			
	Behaviorally-Emotionally Handicapped	694	0.7	21.1	136.3	131.9
	Hearing Impaired	131	0.1	38.9	139.6	135.5
	Educable Mentally Handicapped	602	0.6	2.6	130.7	123.9
	Specific Learning Disabled	6,074	6.1	27.3	137.0	136.1
	Speech-Language Impaired	2,560	2.6	51.1	143.5	139.9
	Visually Impaired	53	0.1	39.6	140.7	137.8
	Other Health Impaired	1,083	1.1	28.2	138.6	134.2
	Orthopedically Impaired	47	0.0	40.4	142.7	135.7
	Traumatic Brain Injured	16	0.0	*	*	*
	Other Exceptional Classifications	168	0.2	39.5	140.6	135.7
	Section 504	1,551	1.5	42.0	141.4	138.0
	Limited English Proficient	1,552	1.5	34.4	138.9	137.1
Grade						
4	All Students	97,911	100.0	68.2	149.5	152.2
	Not Exceptional	72,909	74.6	68.1	148.8	151.3
	Academically Gifted	13,444	13.8	99.3	160.4	164.5
	Students with Disabilities	11,377	11.6			
	Behaviorally-Emotionally Handicapped	803	0.8	25.9	140.3	141.8
	Hearing Impaired	128	0.1	40.2	143.6	146.6
	Educable Mentally Handicapped	586	0.6	3.9	134.8	134.2
	Specific Learning Disabled	6,945	7.1	29.2	140.5	144.8
	Speech-Language Impaired	1,439	1.5	51.9	145.6	148.5
	Visually Impaired	51	0.1	58.0	145.3	146.8
	Other Health Impaired	1,144	1.2	33.4	142.2	143.3
	Orthopedically Impaired	63	0.1	41.0	143.9	141.9
	Traumatic Brain Injured	28	0.0	*	*	*
	Other Exceptional Classifications	190	0.2	39.9	142.8	145.7
	Section 504	1,902	1.9	46.5	144.6	147.5
	Limited English Proficient	1,272	1.3	37.0	142.0	147.0

Notes: *No scores are reported for groups with fewer than thirty students.

[1] Percent for "Not Exceptional" through "Other Exceptional Classifications" is based on the sum of the students in those categories. Percent for "Limited English Proficient" and "Section 504" are based on the number tested in the "All Students" category.

[2] The standard for grade-level proficiency is a test score at level III or above on end-of-grade tests in reading and mathematics.

"Not Exceptional", "Academically Gifted", and "Students with Disabilities" do not sum to "All Students" because some students did not indicate whether or not they were classified as exceptional. The "All Students" and "Not Exceptional" categories are added for the purpose of comparison.

All data are rounded to the nearest tenth, therefore exceptional categories may not sum to 100%.

"Number Tested" is the number of students who took the end-of-grade test in reading.

Data received from LEAs after October 15, 1999 are not included in this table.

Table 11. 1998-99 End-of-Grade Multiple-Choice Test Results
Performance of Exceptional and Limited English Proficient Students
Grades 3-8 (continued)

Grade	Category	Number Tested	Percent[1]	Percent at or above Level III[2]	Average Scale Score Reading	Average Scale Score Mathematics
5	All Students	94,801	100.0	71.5	154.3	159.2
	Not Exceptional	68,447	72.3	71.7	153.6	158.1
	Academically Gifted	14,974	15.8	99.5	163.7	171.0
	Students with Disabilities	11,213	11.8			
	Behaviorally-Emotionally Handicapped	903	1.0	28.7	145.6	148.0
	Hearing Impaired	128	0.1	39.8	147.7	153.5
	Educable Mentally Handicapped	706	0.7	3.7	139.6	141.7
	Specific Learning Disabled	7,171	7.6	33.3	146.3	151.5
	Speech-Language Impaired	796	0.8	46.4	149.3	154.0
	Visually Impaired	44	0.0	64.3	152.3	156.6
	Other Health Impaired	1,230	1.3	35.4	147.5	150.2
	Orthopedically Impaired	47	0.0	37.8	148.6	148.6
	Traumatic Brain Injured	24	0.0	*	*	*
	Other Exceptional Classifications	164	0.2	34.2	147.1	150.7
	Section 504	1,689	1.8	49.1	149.6	154.2
	Limited English Proficient	1,098	1.2	36.9	146.8	152.6
6	All Students	93,589	100.0	68.3	156.7	164.8
	Not Exceptional	67,927	72.8	68.1	156.0	163.6
	Academically Gifted	14,509	15.5	99.2	167.0	177.8
	Students with Disabilities	10,907	11.7			
	Behaviorally-Emotionally Handicapped	992	1.1	21.5	146.9	152.3
	Hearing Impaired	135	0.1	41.5	150.3	158.5
	Educable Mentally Handicapped	840	0.9	2.6	140.8	147.4
	Specific Learning Disabled	7,127	7.6	29.4	147.9	156.2
	Speech-Language Impaired	383	0.4	44.1	150.9	159.5
	Visually Impaired	46	0.0	38.6	150.3	157.7
	Other Health Impaired	1,150	1.2	32.8	149.6	155.0
	Orthopedically Impaired	36	0.0	44.4	152.3	157.7
	Traumatic Brain Injured	28	0.0	*	*	*
	Other Exceptional Classifications	170	0.2	37.3	149.1	157.0
	Section 504	1,489	1.6	46.5	151.6	159.4
	Limited English Proficient	892	1.0	29.3	148.1	157.8

Notes: *No scores are reported for groups with fewer than thirty students.

[1] Percent for "Not Exceptional" through "Other Exceptional Classifications" is based on the sum of the students in those categories. Percent for "Limited English Proficient" and "Section 504" are based on the number tested in the "All Students" category.

[2] The standard for grade-level proficiency is a test score at level III or above on end-of-grade tests in reading and mathematics.

"Not Exceptional", "Academically Gifted", and "Students with Disabilities" do not sum to "All Students" because some students did not indicate whether or not they were classified as exceptional. The "All Students" and "Not Exceptional" categories are added for the purpose of comparison.

All data are rounded to the nearest tenth, therefore exceptional categories may not sum to 100%.

"Number Tested" is the number of students who took the end-of-grade test in reading.

Data received from LEAs after October 15, 1999 are not included in this table.

Table 11. 1998-99 End-of-Grade Multiple-Choice Test Results Performance of Exceptional and Limited English Proficient Students Grades 3-8 (continued)

Grade	Category	Number Tested	Percent[1]	Percent at or above Level III[2]	Average Scale Score Reading	Average Scale Score Mathematics
7	All Students	92,021	100.0	72.0	159.9	170.8
	Not Exceptional	67,942	74.0	72.6	159.4	169.6
	Academically Gifted	13,762	15.0	99.4	168.7	183.8
	Students with Disabilities	10,140	11.0			
	Behaviorally-Emotionally Handicapped	1,045	1.1	21.9	150.3	158.4
	Hearing Impaired	124	0.1	39.7	153.7	163.6
	Educable Mentally Handicapped	902	1.0	2.0	144.7	152.8
	Specific Learning Disabled	6,552	7.1	33.8	152.0	162.5
	Speech-Language Impaired	233	0.3	47.4	154.7	165.3
	Visually Impaired	39	0.0	53.8	156.5	166.4
	Other Health Impaired	1,043	1.1	37.9	153.3	161.8
	Orthopedically Impaired	34	0.0	36.4	156.7	162.0
	Traumatic Brain Injured	28	0.0	*	*	*
	Other Exceptional Classifications	140	0.2	45.5	154.1	163.8
	Section 504	1,215	1.3	53.5	156.3	166.7
	Limited English Proficient	814	0.9	29.3	150.6	162.2
Grade 8	All Students	90,330	100.0	71.7	162.3	174.1
	Not Exceptional	67,217	74.5	71.9	161.7	172.7
	Academically Gifted	13,570	15.1	99.6	171.4	188.8
	Students with Disabilities	9,379	10.4			
	Behaviorally-Emotionally Handicapped	1,017	1.1	18.1	151.6	159.7
	Hearing Impaired	112	0.1	44.1	156.2	167.3
	Educable Mentally Handicapped	942	1.0	0.6	146.2	154.5
	Specific Learning Disabled	6,021	6.7	34.1	154.1	164.7
	Speech-Language Impaired	148	0.2	31.3	154.8	164.9
	Visually Impaired	42	0.0	59.5	158.6	170.4
	Other Health Impaired	863	1.0	35.0	155.5	164.0
	Orthopedically Impaired	40	0.0	56.4	158.6	168.2
	Traumatic Brain Injured	20	0.0	*	*	*
	Other Exceptional Classifications	174	0.2	40.8	156.6	166.1
	Section 504	1,087	1.2	51.2	158.4	168.7
	Limited English Proficient	819	0.9	29.2	152.9	165.3

Notes: *No scores are reported for groups with fewer than thirty students.

[1] Percent for "Not Exceptional" through "Other Exceptional Classifications" is based on the sum of the students in those categories. Percent for "Limited English Proficient" and "Section 504" are based on the number tested in the "All Students" category.

[2] The standard for grade-level proficiency is a test score at level III or above on end-of-grade tests in reading and mathematics.

"Not Exceptional", "Academically Gifted", and "Students with Disabilities" do not sum to "All Students" because some students did not indicate whether or not they were classified as exceptional. The "All Students" and "Not Exceptional" categories are added for the purpose of comparison.

All data are rounded to the nearest tenth, therefore exceptional categories may not sum to 100%.

"Number Tested" is the number of students who took the end-of-grade test in reading.

Data received from LEAs after October 15, 1999 are not included in this table.

Table 12. 1998-99 End-of-Grade Multiple-Choice Test Results
Performance of Students Using Accommodations/Modifications
Grades 3-8

Grade	Category	Number Tested	Percent	Percent at or above Level III[1]	Average Scale Score Reading	Average Scale Score Mathematics
3	All Students	100,525	100.0	63.4	146.4	142.9
	Braille Edition	8	0.0	*	*	*
	Large Print	61	0.2	34.4	139.0	134.9
	Assistive Technology	30	0.1	26.7	138.5	135.1
	Braille Writer	8	0.0	*	*	*
	Cranmer Abacus	9	0.0	*	*	*
	Dictation to Scribe	109	0.3	33.3	138.0	135.3
	Interpreter Signs Test	24	0.1	*	*	*
	Magnification Devices	14	0.0	*	*	*
	Student Marks in Test Book	4,893	15.4	26.3	137.0	134.9
	Test Administrator Reads Test Aloud	7,166	22.6	19.8	135.1	134.1
	Use of Typewriter or Word Processor	4	0.0	*	*	*
	Hospital/Home Testing	30	0.1	51.7	145.4	142.8
	Multiple Test Sessions	2,215	7.0	27.2	137.2	134.8
	Scheduled Extended Time	8,533	26.9	26.0	137.0	135.0
	Testing in a Separate Room	8,504	26.8	24.1	136.6	134.5
	English/Native Language Dictionary/Electronic Translator	50	0.2	30.0	138.3	135.6
	Other	32	0.1	43.8	142.3	137.8

Grade	Category	Number Tested	Percent	Percent at or above Level III[1]	Average Scale Score Reading	Average Scale Score Mathematics
4	All Students	97,911	100.0	68.2	149.5	152.2
	Braille Edition	5	0.0	*	*	*
	Large Print	61	0.2	61.7	146.3	148.5
	Assistive Technology	22	0.1	*	*	*
	Braille Writer	5	0.0	*	*	*
	Cranmer Abacus	5	0.0	*	*	*
	Dictation to Scribe	225	0.7	25.9	139.4	142.7
	Interpreter Signs Test	21	0.1	*	*	*
	Magnification Devices	11	0.0	*	*	*
	Student Marks in Test Book	4,759	14.2	30.1	140.8	144.2
	Test Administrator Reads Test Aloud	7,237	21.6	20.4	138.5	142.9
	Use of Typewriter or Word Processor	6	0.0	*	*	*
	Hospital/Home Testing	18	0.1	*	*	*
	Multiple Test Sessions	2,279	6.8	29.8	140.7	144.0
	Scheduled Extended Time	9,532	28.5	29.7	140.7	144.3
	Testing in a Separate Room	9,228	27.5	27.2	140.2	143.7
	English/Native Language Dictionary/Electronic Translator	56	0.2	30.4	141.6	146.8
	Other	30	0.1	26.7	142.4	144.6

Notes: *No scores are reported for groups with fewer than thirty students.
Modifications reported may have been implemented only for reading, only for mathematics, or for both portions of the test.
[1]The standard for grade-level proficiency is a test score at level III or above on end-of-grade tests in reading and mathematics.
Modifications are available for students with disabilities and students identified as limited English proficient.
All data are rounded to the nearest tenth, therefore, accommodation/modification categories may not sum to 100%.
"Number tested" is the number of students who took the end-of-grade test in reading.
Data received from LEAs after October 15, 1999 are not included in this table.

Table 12. 1998-99 End-of-Grade Multiple-Choice Test Results
Performance of Students Using Accommodations/Modifications
Grades 3-8 (continued)

Grade	Category	Number Tested	Percent	Percent at or above Level III[1]	Average Scale Score Reading	Average Scale Score Mathematics
5	All Students	94,801	100.0	71.5	154.3	159.2
	Braille Edition	9	0.0	*	*	*
	Large Print	51	0.2	60.8	151.9	155.2
	Assistive Technology	15	0.0	*	*	*
	Braille Writer	6	0.0	*	*	*
	Cranmer Abacus	6	0.0	*	*	*
	Dictation to Scribe	103	0.3	33.3	145.9	152.5
	Interpreter Signs Test	25	0.1	*	*	*
	Magnification Devices	12	0.0	*	*	*
	Student Marks in Test Book	4,491	14.1	32.2	146.1	150.4
	Test Administrator Reads Test Aloud	6,739	21.1	21.0	143.6	149.0
	Use of Typewriter or Word Processor	9	0.0	*	*	*
	Hospital/Home Testing	14	0.0	*	*	*
	Multiple Test Sessions	2,034	6.4	31.1	146.0	150.5
	Scheduled Extended Time	9,309	29.1	30.9	145.9	150.6
	Testing in a Separate Room	8,976	28.1	28.9	145.4	150.1
	English/Native Language Dictionary/Electronic Translator	90	0.3	39.3	147.2	151.7
	Other	48	0.2	38.3	147.3	152.9
Grade 6	All Students	93,589	100.0	68.3	156.7	164.8
	Braille Edition	2	0.0	*	*	*
	Large Print	50	0.2	46.9	151.7	162.1
	Assistive Technology	13	0.0	*	*	*
	Braille Writer	4	0.0	*	*	*
	Cranmer Abacus	3	0.0	*	*	*
	Dictation to Scribe	67	0.3	34.8	149.1	156.7
	Interpreter Signs Test	26	0.1	*	*	*
	Magnification Devices	13	0.0	*	*	*
	Student Marks in Test Book	2,948	11.2	27.4	147.6	155.0
	Test Administrator Reads Test Aloud	5,442	20.7	15.1	144.5	153.2
	Use of Typewriter or Word Processor	12	0.0	*	*	*
	Hospital/Home Testing	38	0.1	43.2	150.2	155.8
	Multiple Test Sessions	1,287	4.9	22.3	146.5	154.0
	Scheduled Extended Time	8,706	33.1	25.7	147.1	154.9
	Testing in a Separate Room	7,469	28.4	21.9	146.4	154.1
	English/Native Language Dictionary/Electronic Translator	220	0.8	22.3	147.0	155.9
	Other	35	0.1	50.0	154.3	160.6

Notes: *No scores are reported for groups with fewer than thirty students.
Modifications reported may have been implemented only for reading, only for mathematics, or for both portions of the test.
[1] The standard for grade-level proficiency is a test score at level III or above on end-of-grade tests in reading and mathematics.
Modifications are available for students with disabilities and students identified as limited English proficient.
All data are rounded to the nearest tenth, therefore, accommodation/modification categories may not sum to 100%.
"Number tested" is the number of students who took the end-of-grade test in reading.
Data received from LEAs after October 15, 1999 are not included in this table.

Table 12. 1998-99 End-of-Grade Multiple-Choice Test Results
Performance of Students Using Accommodations/Modifications
Grades 3-8 (continued)

Grade	Category	Number Tested	Percent	Percent at or above Level III[1]	Average Scale Score Reading	Average Scale Score Mathematics
7	All Students	92,021	100.0	72.0	159.9	170.8
	Braille Edition	4	0.0	*	*	*
	Large Print	33	0.1	41.9	153.8	164.7
	Assistive Technology	15	0.1	*	*	*
	Braille Writer	2	0.0	*	*	*
	Cranmer Abacus	1	0.0	*	*	*
	Dictation to Scribe	104	0.5	31.0	151.8	162.3
	Interpreter Signs Test	33	0.1	26.7	150.9	161.8
	Magnification Devices	9	0.0	*	*	*
	Student Marks in Test Book	2,140	9.4	29.0	151.1	160.9
	Test Administrator Reads Test Aloud	4,471	19.6	16.4	148.1	159.1
	Use of Typewriter or Word Processor	15	0.1	*	*	*
	Hospital/Home Testing	41	0.2	41.5	154.5	162.0
	Multiple Test Sessions	1,070	4.7	24.1	150.0	159.9
	Scheduled Extended Time	8,064	35.4	28.4	150.9	160.9
	Testing in a Separate Room	6,558	28.8	23.0	149.9	159.9
	English/Native Language Dictionary/Electronic Translator	202	0.9	22.4	149.2	161.0
	Other	37	0.2	36.1	155.0	162.0

Grade	Category	Number Tested	Percent	Percent at or above Level III[1]	Average Scale Score Reading	Average Scale Score Mathematics
8	All Students	90,330	100.0	71.7	162.3	174.1
	Braille Edition	6	0.0	*	*	*
	Large Print	42	0.2	59.5	157.3	169.6
	Assistive Technology	7	0.0	*	*	*
	Braille Writer	2	0.0	*	*	*
	Cranmer Abacus	2	0.0	*	*	*
	Dictation to Scribe	49	0.2	30.6	155.3	164.8
	Interpreter Signs Test	15	0.1	*	*	*
	Magnification Devices	5	0.0	*	*	*
	Student Marks in Test Book	1,818	8.9	29.7	153.2	163.3
	Test Administrator Reads Test Aloud	3,891	19.1	15.2	149.8	160.5
	Use of Typewriter or Word Processor	7	0.0	*	*	*
	Hospital/Home Testing	45	0.2	47.6	157.6	166.0
	Multiple Test Sessions	960	4.7	20.5	151.5	161.0
	Scheduled Extended Time	7,406	36.4	27.2	152.8	162.9
	Testing in a Separate Room	5,884	28.9	22.0	151.7	161.6
	English/Native Language Dictionary/Electronic Translator	205	1.0	19.5	150.8	163.2
	Other	30	0.1	50.0	157.4	166.8

Notes: *No scores are reported for groups with fewer than thirty students.

Modifications reported may have been implemented only for reading, only for mathematics, or for both portions of the test.

[1] The standard for grade-level proficiency is a test score at level III or above on end-of-grade tests in reading and mathematics.

Modifications are available for students with disabilities and students identified as limited English proficient.

All data are rounded to the nearest tenth, therefore, accommodation/modification categories may not sum to 100%.

"Number tested" is the number of students who took the end-of-grade test in reading.

Data received from LEAs after October 15, 1999 are not included in this table.

Table 13. 1998-99 End-of-Grade Multiple-Choice Test Results
Numbers of Exempt Students with Disabilities or Limited English Proficiency
Grades 3-8

Grade	Category	Total Exempt	LEP 1st Year	LEP 2nd Year	LEP* > 2 Years	By IEP Committee	Under Section 504	Temporary Disability	Other Exemption
3	Behaviorally-Emotionally Handicapped	182	0	0	0	177	0	1	4
	Hearing Impaired	25	0	0	0	25	0	0	0
	Educable Mentally Handicapped	1,573	1	0	0	1,567	1	0	4
	Specific Learning Disabled	833	2	0	0	819	4	1	7
	Speech-Language Impaired	45	4	0	0	33	3	0	5
	Visually Impaired	12	0	0	0	12	0	0	0
	Other Health Impaired	240	0	0	0	237	1	1	1
	Orthopedically Impaired	26	0	0	0	25	0	0	1
	Traumatic Brain Impaired	17	0	0	0	17	0	0	0
	Other Exceptional Classifications	490	0	0	0	481	0	0	9
	Section 504	99	6	1	0	24	67	0	1
	Limited English Proficient	947	627	253	0	64	0	0	3
	Total Grade 3	**4,489**	**640**	**254**	**0**	**3,481**	**76**	**3**	**35**
Grade 4	Behaviorally-Emotionally Handicapped	237	0	0	0	232	2	1	2
	Hearing Impaired	26	0	0	0	25	1	0	0
	Educable Mentally Handicapped	1,721	0	1	0	1,712	1	1	6
	Specific Learning Disabled	980	1	3	0	962	3	1	10
	Speech-Language Impaired	49	3	0	0	37	2	0	7
	Visually Impaired	6	0	0	0	5	0	0	1
	Other Health Impaired	185	0	0	0	180	0	3	2
	Orthopedically Impaired	31	0	0	0	30	0	0	1
	Traumatic Brain Impaired	16	0	0	0	15	1	0	0
	Other Exceptional Classifications	490	2	3	0	477	2	0	6
	Section 504	98	1	2	0	6	86	2	1
	Limited English Proficient	866	541	274	0	46	4	1	0
	Total Grade 4	**4,705**	**548**	**283**	**0**	**3,727**	**102**	**9**	**36**
Grade 5	Behaviorally-Emotionally Handicapped	266	0	0	0	263	0	0	3
	Hearing Impaired	16	0	0	0	14	0	0	2
	Educable Mentally Handicapped	1,553	0	0	0	1,550	1	0	2
	Specific Learning Disabled	919	2	2	0	910	0	2	3
	Speech-Language Impaired	30	4	0	0	22	2	0	2
	Visually Impaired	9	0	0	0	8	0	0	1
	Other Health Impaired	169	0	0	0	166	0	1	2
	Orthopedically Impaired	16	0	0	0	16	0	0	0
	Traumatic Brain Impaired	10	0	0	0	10	0	0	0
	Other Exceptional Classifications	663	1	2	0	650	2	0	8
	Section 504	100	1	2	0	25	69	3	0
	Limited English Proficient	753	476	234	0	42	0	0	1
	Total Grade 5	**4,504**	**484**	**240**	**0**	**3,676**	**74**	**6**	**24**

Notes: *Limited English proficient students may be exempt for up to two years from the date of initial enrollment in the LEA, depending on their level of English proficiency.

Data received from LEAs after October 15, 1999 are not included in this table

Table 13. 1998-99 End-of-Grade Multiple-Choice Test Results
Numbers of Exempt Students with Disabilities or Limited English Proficiency
Grades 3-8 (continued)

Grade	Category	Total Exempt	LEP 1st Year	LEP 2nd Year	LEP* > 2 Years	By IEP Committee	Under Section 504	Temporary Disability	Other Exemption
6	Behaviorally-Emotionally Handicapped	209	0	0	0	204	1	0	4
	Hearing Impaired	14	1	0	0	12	1	0	0
	Educable Mentally Handicapped	1,566	0	0	0	1,562	1	1	2
	Specific Learning Disabled	707	1	1	0	697	4	3	1
	Speech-Language Impaired	18	1	0	0	16	0	0	1
	Visually Impaired	10	0	0	0	10	0	0	0
	Other Health Impaired	149	0	0	0	145	3	1	0
	Orthopedically Impaired	23	0	0	0	23	0	0	0
	Traumatic Brain Impaired	10	0	0	0	9	0	0	1
	Other Exceptional Classifications	449	1	0	0	439	0	1	8
	Section 504	66	2	1	0	17	45	1	0
	Limited English Proficient	736	485	208	0	38	0	0	5
	Total Grade 6	**3,957**	**491**	**210**	**0**	**3,172**	**55**	**7**	**22**
Grade 7	Behaviorally-Emotionally Handicapped	169	0	0	0	164	1	2	2
	Hearing Impaired	14	0	1	0	13	0	0	0
	Educable Mentally Handicapped	1,431	0	0	0	1,426	0	1	4
	Specific Learning Disabled	548	0	1	0	542	0	1	4
	Speech-Language Impaired	8	0	0	0	7	1	0	0
	Visually Impaired	4	0	0	0	4	0	0	0
	Other Health Impaired	119	0	1	0	116	0	2	0
	Orthopedically Impaired	19	0	0	0	18	0	0	1
	Traumatic Brain Impaired	11	0	0	0	11	0	0	0
	Other Exceptional Classifications	539	0	1	0	521	0	0	17
	Section 504	56	9	5	0	9	31	1	1
	Limited English Proficient	633	445	173	0	14	1	0	0
	Total Grade 7	**3,551**	**454**	**182**	**0**	**2,845**	**34**	**7**	**29**
Grade 8	Behaviorally-Emotionally Handicapped	158	0	0	0	154	0	0	4
	Hearing Impaired	19	0	0	0	18	1	0	0
	Educable Mentally Handicapped	1,370	0	1	0	1,364	0	0	5
	Specific Learning Disabled	426	0	1	0	423	0	1	1
	Speech-Language Impaired	5	0	0	0	4	0	1	0
	Visually Impaired	10	1	0	0	9	0	0	0
	Other Health Impaired	78	0	0	0	72	1	4	1
	Orthopedically Impaired	23	0	0	0	23	0	0	0
	Traumatic Brain Impaired	9	0	0	0	9	0	0	0
	Other Exceptional Classifications	538	1	0	0	521	0	1	15
	Section 504	38	3	1	0	11	21	1	1
	Limited English Proficient	593	383	192	0	14	1	0	3
	Total Grade 8	**3,267**	**388**	**195**	**0**	**2,622**	**24**	**8**	**30**
Grades 3-8	**Total Exemptions**	**24,473**	**3,005**	**1,364**	**0**	**19,523**	**365**	**40**	**176**

Notes: *Limited English proficient students may be exempt for up to two years from the date of initial enrollment in the LEA, depending on their level of English proficiency.

Data received from LEAs after October 15, 1999 are not included in this table.

Table 14. 1998-99 End-of-Grade Multiple-Choice Test Results Characteristics and Performance of Grade 3 Students

	N	Percent	Average Scale Score **Reading**	Average Scale Score **Mathematics**	Percent at or above Level III in both Reading and Mathematics
All Students	100,525	100.0	146.4	142.9	63.4
Gender					
Male	51,343	51.1	145.5	142.8	61.5
Female	49,174	48.9	147.3	142.9	65.4
Ethnic Group					
American Indian	1,464	1.5	143.2	140.2	53.6
Asian	1,595	1.6	147.8	146.7	71.6
Black	30,513	30.4	141.8	136.9	41.9
Hispanic	2,937	2.9	142.8	139.8	50.2
Multi-Racial	1,219	1.2	146.6	142.9	66.1
White	62,766	62.4	148.8	145.9	74.4
Other	18	0.0	*	*	*
Parental Education					
Did not finish high school	11,206	11.2	139.6	135.7	34.3
High school graduate	46,257	46.3	144.3	140.5	55.3
Trade or business school	5,194	5.2	147.0	143.3	67.2
Community college	13,372	13.4	148.1	144.6	72.0
Four year college	19,580	19.6	152.2	149.3	86.2
Graduate school	4,213	4.2	155.1	152.6	92.6
Hours Watching TV (each school day)					
None	8,720	8.7	144.0	139.9	50.7
1 hour	34,881	35.0	146.9	143.3	64.9
2 hours	21,877	21.9	147.6	144.4	68.9
3 hours	14,195	14.2	147.2	144.1	68.5
Between 4 and 5 hours	9,765	9.8	146.6	143.4	65.7
More than 6 hours	10,295	10.3	143.1	139.1	49.7
Hours of Homework (per week)					
None assigned	3,427	3.4	139.7	134.9	33.7
1 hour or less	36,788	36.8	146.0	142.3	62.7
1 to 3 hours	27,794	27.8	147.6	144.3	68.4
More than 3, less than 5 hours	14,714	14.7	147.7	144.5	67.5
Between 5-10 hours	10,800	10.8	147.8	144.9	69.4
More than 10 hours	4,219	4.2	144.8	141.2	56.5
Assigned but not done	2,206	2.2	136.6	131.7	20.1
Days Absent (so far this year)					
0-7 days	70,803	70.8	146.9	143.5	65.6
8-14 days	21,808	21.8	145.8	142.0	60.9
15-21 days	5,466	5.5	144.4	140.0	54.2
More than 21 days	1,937	1.9	142.1	137.3	43.5

Notes: "N" is the number of students who took the end-of-grade test in reading.
*No scores are reported for groups with fewer than thirty students.
Data received from LEAs after October 15, 1999 are not included in this table.

Table 15. 1998-99 End-of-Grade Multiple-Choice Test Results
Characteristics and Performance of Grade 4 Students

	N	Percent	Average Scale Score **Reading**	Average Scale Score **Mathematics**	Percent at or above Level III in both Reading and Mathematics
All Students	97,911	100.0	149.5	152.2	68.2
Gender					
Male	48,962	50.0	148.7	152.2	65.3
Female	48,944	50.0	150.2	152.3	71.1
Ethnic Group					
American Indian	1,349	1.4	146.1	149.3	56.5
Asian	1,532	1.6	150.7	156.1	73.1
Black	29,257	29.9	144.7	146.7	47.8
Hispanic	2,650	2.7	145.8	149.3	55.0
Multi-Racial	974	1.0	150.0	152.5	69.8
White	62,124	63.5	151.9	155.0	78.5
Other	17	0.0	*	*	*
Parental Education					
Did not finish high school	10,657	11.0	142.7	145.3	38.6
High school graduate	43,937	45.2	147.3	149.9	60.7
Trade or business school	5,119	5.3	149.8	152.7	72.4
Community college	13,195	13.6	150.9	153.8	76.1
Four year college	19,929	20.5	155.0	158.1	89.0
Graduate school	4,427	4.6	158.2	161.5	93.9
Hours Watching TV (each school day)					
None	6,147	6.3	148.0	150.3	58.6
1 hour	29,938	30.8	150.0	152.6	69.4
2 hours	23,907	24.6	150.7	153.7	73.5
3 hours	16,655	17.1	150.1	153.1	72.3
Between 4 and 5 hours	11,171	11.5	149.0	152.0	68.2
More than 6 hours	9,466	9.7	145.4	147.7	51.5
Hours of Homework (per week)					
None assigned	1,955	2.0	142.7	144.6	39.6
1 hour or less	33,822	34.7	148.0	150.4	62.9
1 to 3 hours	33,000	33.9	150.6	153.4	73.0
More than 3, less than 5 hours	13,942	14.3	151.1	154.3	73.6
Between 5-10 hours	10,392	10.7	151.8	155.2	76.3
More than 10 hours	2,980	3.1	148.5	151.5	64.4
Assigned but not done	1,356	1.4	139.1	141.0	21.2
Days Absent (so far this year)					
0-7 days	68,362	70.2	149.9	152.9	70.4
8-14 days	21,200	21.8	149.0	151.4	65.9
15-21 days	5,527	5.7	147.7	149.6	59.7
More than 21 days	2,247	2.3	145.4	147.0	50.3

Notes: "N" is the number of students who took the end-of-grade test in reading.
*No scores are reported for groups with fewer than thirty students.
Data received from LEAs after October 15, 1999 are not included in this table.

Table 16. 1998-99 End-of-Grade Multiple-Choice Test Results
Characteristics and Performance of Grade 5 Students

	N	Percent	Average Scale Score **Reading**	Average Scale Score **Mathematics**	Percent at or above Level III in both Reading and Mathematics
All Students	94,801	100.0	154.3	159.2	71.5
Gender					
Male	47,621	50.2	153.7	159.1	68.6
Female	47,165	49.8	154.9	159.4	74.4
Ethnic Group					
American Indian	1,308	1.4	149.9	155.0	53.5
Asian	1,521	1.6	155.5	162.9	76.6
Black	27,630	29.1	150.0	153.9	52.4
Hispanic	2,540	2.7	151.1	155.8	59.0
Multi-Racial	864	0.9	154.8	159.4	73.4
White	60,906	64.3	156.4	161.8	80.9
Other	18	0.0	*	*	*
Parental Education					
Did not finish high school	10,117	10.7	148.0	152.4	42.6
High school graduate	41,557	44.1	152.2	156.7	63.9
Trade or business school	4,853	5.2	154.5	159.6	75.9
Community college	12,919	13.7	155.6	160.7	79.5
Four year college	19,921	21.2	159.1	164.9	90.3
Graduate school	4,804	5.1	161.8	168.2	94.3
Hours Watching TV (each school day)					
None	4,181	4.4	154.1	158.7	67.5
1 hour	24,066	25.5	154.9	159.9	72.8
2 hours	24,446	25.9	155.6	160.9	77.2
3 hours	19,164	20.3	154.7	159.8	74.5
Between 4 and 5 hours	13,181	14.0	153.5	158.3	70.5
More than 6 hours	9,271	9.8	149.9	154.1	51.6
Hours of Homework (per week)					
None assigned	1,324	1.4	148.5	152.5	44.8
1 hour or less	28,944	30.7	152.2	156.7	62.7
1 to 3 hours	37,696	39.9	155.1	160.0	76.2
More than 3, less than 5 hours	13,753	14.6	156.1	161.6	77.6
Between 5-10 hours	9,647	10.2	156.8	162.7	80.7
More than 10 hours	2,123	2.2	153.7	159.3	69.1
Assigned but not done	941	1.0	144.7	148.2	25.3
Days Absent (so far this year)					
0-7 days	65,215	69.2	154.8	160.0	73.9
8-14 days	20,948	22.2	153.8	158.3	69.0
15-21 days	5,763	6.1	152.4	156.4	62.5
More than 21 days	2,374	2.5	150.4	153.6	52.3

Notes: "N" is the number of students who took the end-of-grade test in reading.
*No scores are reported for groups with fewer than thirty students.
Data received from LEAs after October 15, 1999 are not included in this table.

Table 17. 1998-99 End-of-Grade Multiple-Choice Test Results
Characteristics and Performance of Grade 6 Students

	N	Percent	Average Scale Score **Reading**	Average Scale Score **Mathematics**	Percent at or above Level III in both Reading and Mathematics
All Students	93,589	100.0	156.7	164.8	68.3
Gender					
Male	47,478	50.7	155.8	164.4	64.6
Female	46,109	49.3	157.7	165.2	72.1
Ethnic Group					
American Indian	1,400	1.5	153.0	161.1	54.0
Asian	1,418	1.5	158.3	169.2	74.8
Black	27,571	29.5	152.2	158.8	48.0
Hispanic	2,470	2.6	153.3	160.9	54.4
Multi-Racial	721	0.8	156.9	164.2	69.0
White	59,986	64.1	159.0	167.7	78.4
Other	16	0.0	*	*	*
Parental Education					
Did not finish high school	9,140	9.9	150.0	157.6	39.1
High school graduate	40,247	43.4	154.3	162.0	59.5
Trade or business school	4,628	5.0	156.7	164.4	70.7
Community college	13,108	14.1	158.2	166.3	76.6
Four year college	20,316	21.9	161.6	170.5	87.3
Graduate school	5,261	5.7	164.4	174.0	92.1
Hours Watching TV (each school day)					
None	3,244	3.5	156.9	164.9	65.0
1 hour	19,998	21.5	157.9	166.2	71.6
2 hours	24,068	25.9	158.3	166.7	75.0
3 hours	20,931	22.5	157.0	165.1	71.0
Between 4 and 5 hours	15,040	16.2	155.5	163.3	65.0
More than 6 hours	9,811	10.5	151.9	159.1	47.1
Hours of Homework (per week)					
None assigned	1,339	1.4	148.2	155.3	32.3
1 hour or less	25,495	27.4	153.9	161.4	56.2
1 to 3 hours	41,735	44.8	157.3	165.3	71.9
More than 3, less than 5 hours	13,181	14.1	159.1	167.9	77.7
Between 5-10 hours	8,621	9.2	161.0	170.3	83.9
More than 10 hours	1,637	1.8	158.8	168.1	75.6
Assigned but not done	1,197	1.3	146.3	153.4	22.6
Days Absent (so far this year)					
0-7 days	59,178	63.6	157.7	166.1	72.7
8-14 days	22,493	24.2	156.2	163.8	65.9
15-21 days	7,334	7.9	154.0	161.1	55.7
More than 21 days	4,028	4.3	150.9	157.5	41.7

Notes: "N" is the number of students who took the end-of-grade test in reading.
*No scores are reported for groups with fewer than thirty students.
Data received from LEAs after October 15, 1999 are not included in this table.

Table 18. 1998-99 End-of-Grade Multiple-Choice Test Results
Characteristics and Performance of Grade 7 Students

	N	Percent	Average Scale Score **Reading**	Average Scale Score **Mathematics**	Percent at or above Level III in both Reading and Mathematics
All Students	92,021	100.0	159.9	170.8	72.0
Gender					
Male	46,695	50.7	159.1	170.6	68.8
Female	45,323	49.3	160.7	171.0	75.4
Ethnic Group					
American Indian	1,317	1.4	156.4	167.7	58.0
Asian	1,533	1.7	161.0	174.7	77.3
Black	26,527	28.8	155.7	164.7	51.6
Hispanic	2,159	2.3	156.6	167.2	59.6
Multi-Racial	622	0.7	159.7	170.0	73.5
White	59,839	65.0	161.9	173.6	81.6
Other	19	0.0	*	*	*
Parental Education					
Did not finish high school	8,083	8.9	153.6	163.3	42.3
High school graduate	39,322	43.2	157.8	168.0	64.0
Trade or business school	4,097	4.5	159.9	170.4	74.2
Community college	13,478	14.8	161.1	172.1	79.7
Four year college	20,456	22.5	164.0	176.2	88.5
Graduate school	5,540	6.1	166.0	179.4	92.3
Hours Watching TV (each school day)					
None	2,655	2.9	160.1	171.0	68.9
1 hour	17,500	19.1	161.2	172.7	76.0
2 hours	23,267	25.4	161.3	172.8	78.5
3 hours	21,744	23.8	160.1	171.0	74.2
Between 4 and 5 hours	16,671	18.2	158.9	169.2	68.9
More than 6 hours	9,678	10.6	155.7	165.4	51.8
Hours of Homework (per week)					
None assigned	1,427	1.6	151.7	160.8	32.3
1 hour or less	22,945	25.0	157.2	167.3	59.7
1 to 3 hours	41,724	45.5	160.2	170.9	74.6
More than 3, less than 5 hours	13,857	15.1	162.3	174.2	82.0
Between 5-10 hours	8,746	9.5	164.0	176.6	87.6
More than 10 hours	1,466	1.6	163.0	175.4	82.7
Assigned but not done	1,438	1.6	152.6	162.7	36.6
Days Absent (so far this year)					
0-7 days	55,665	61.0	160.9	172.4	76.9
8-14 days	22,520	24.7	159.5	170.0	70.2
15-21 days	7,931	8.7	157.6	167.3	61.1
More than 21 days	5,212	5.7	154.7	163.6	46.5

Notes: "N" is the number of students who took the end-of-grade test in reading.
*No scores are reported for groups with fewer than thirty students.
Data received from LEAs after October 15, 1999 are not included in this table.

Table 19. 1998-99 End-of-Grade Multiple-Choice Test Results
Characteristics and Performance of Grade 8 Students

	N	Percent	Average Scale Score **Reading**	Average Scale Score **Mathematics**	Percent at or above Level III in both Reading and Mathematics
All Students	90,330	100.0	162.3	174.1	71.7
Gender					
Male	45,590	50.5	161.5	173.9	68.8
Female	44,730	49.5	163.0	174.4	74.6
Ethnic Group					
American Indian	1,283	1.4	158.7	170.5	58.6
Asian	1,494	1.7	163.2	178.7	76.7
Black	25,699	28.5	157.8	167.3	50.4
Hispanic	2,043	2.3	158.7	169.6	56.5
Multi-Racial	571	0.6	162.5	173.4	74.5
White	59,179	65.5	164.4	177.2	81.6
Other	22	0.0	*	*	*
Parental Education					
Did not finish high school	7,544	8.4	155.6	165.5	41.3
High school graduate	36,560	40.8	159.8	170.6	62.2
Trade or business school	4,011	4.5	161.9	173.1	71.6
Community college	14,518	16.2	163.4	175.4	79.1
Four year college	20,715	23.1	166.3	179.9	88.0
Graduate school	6,164	6.9	168.9	184.2	93.1
Hours Watching TV (each school day)					
None	2,367	2.6	162.3	174.5	67.1
1 hour	17,547	19.5	163.7	176.5	76.0
2 hours	23,366	26.0	163.7	176.4	78.8
3 hours	21,833	24.3	162.2	173.9	72.8
Between 4 and 5 hours	16,455	18.3	160.9	172.0	67.4
More than 6 hours	8,363	9.3	158.0	167.9	50.8
Hours of Homework (per week)					
None assigned	1,527	1.7	153.8	163.3	32.0
1 hour or less	19,696	21.9	159.1	169.8	57.3
1 to 3 hours	41,093	45.7	162.2	173.7	72.4
More than 3, less than 5 hours	15,221	16.9	164.9	178.1	83.3
Between 5-10 hours	9,496	10.5	166.7	180.8	88.8
More than 10 hours	1,596	1.8	166.7	181.5	86.1
Assigned but not done	1,387	1.5	155.8	166.5	41.6
Days Absent (so far this year)					
0-7 days	52,585	58.6	163.4	176.0	77.1
8-14 days	22,661	25.2	161.9	173.3	70.4
15-21 days	8,336	9.3	160.1	170.6	61.7
More than 21 days	6,223	6.9	156.8	166.1	44.7

Notes: "N" is the number of students who took the end-of-grade test in reading.
*No scores are reported for groups with fewer than thirty students.
Data received from LEAs after October 15, 1999 are not included in this table.

Table 20. 1998-99 End-of-Grade Grade 3 Goal Summary Report

	Developmental Score Mean	Number of Observations*	# of Items	Percent Correct**
READING	146.4	100,525	56/55[†]	
GOAL 1: Use strategies and processes that enhance control of communications skills development.			0	
GOAL 2: Use language for the acquisition, interpretation, and application of information.			131	66.1
OBJ 2.1: Identify, collect or select information and ideas.			62	68.0
OBJ 2.2: Analyze, synthesize, and organize information and ideas and discover related ideas, concepts or generalizations.			50	63.8
OBJ 2.3: Apply, extend, and expand on information and concepts.			19	66.2
GOAL 3: Use language for critical analysis and evaluation			36	55.5
MATHEMATICS	142.9	101,021	80	
Math Computation			36	86.4
Math Applications			204	67.8
GOAL 1: Identify and use numbers to 1000 and beyond.			24	64.9
GOAL 2: Understand and use of geometry.			24	73.1
GOAL 3: Understand classification, pattern, and seriation.			24	66.4
GOAL 4: Understand and use standard units of metric and customary measure.			36	70.2
GOAL 5: Use mathematical reasoning and solve problems.			36	60.8
GOAL 6: Understand data collection, display, and interpretation.			24	66.5
GOAL 7: Compute with whole numbers.			72	79.6

	O	P	Q
NUMBER OF STUDENTS TAKING FORM	33,558	33,652	33,315

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*"Number of Observations" does not include students that were absent or exempted from testing or whose results were declared non-valid regardless of the number of responses. All other students were given scores, even if their tests were blank.

**"Percent Correct" is the number of correct responses to an item divided by the number of students who took that item summed over all items for a goal or objective divided by the number of items for that goal or objective.

[†] Reading forms O and Q contain 56 questions. Form P contains 55 questions.

Data received from LEAs after October 15, 1999 are not included in this table.

Table 21. 1998-99 End-of-Grade Grade 4 Goal Summary Report

	Developmental Score Mean	Number of Observations*	# of Items	Percent Correct**
READING	149.5	97,911	65	
GOAL 1: Use strategies and processes that enhance control of communications skills development.			0	
GOAL 2: Use language for the acquisition, interpretation, and application of information.			159	64.6
OBJ 2.1: Identify, collect or select information and ideas.			68	70.3
OBJ 2.2: Analyze, synthesize, and organize information and ideas and discover related ideas, concepts or generalizations.			67	62.5
OBJ 2.3: Apply, extend, and expand on information and concepts.			24	54.5
GOAL 3: Use language for critical analysis and evaluation			36	61.3
MATHEMATICS	152.2	98,391	80	
Math Computation			36	80.6
Math Applications			204	65.2
GOAL 1: Identify and use rational numbers.			36	74.0
GOAL 2: Understand and use properties and relationships of geometry.			21	68.5
GOAL 3: Understanding of patterns and relationships			21	67.2
GOAL 4: Understand and use standard units of metric and customary measure.			36	58.4
GOAL 5: Solve problems and reason mathematically.			36	62.3
GOAL 6: Understanding and use of graphing, probablility, and statistics.			21	59.7
GOAL 7: Compute with rational numbers.			69	73.7

	J	O	Q
NUMBER OF STUDENTS TAKING FORM	32,585	32,660	32,666

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*"Number of Observations" does not include students that were absent or exempted from testing or whose results were declared non-valid regardless of the number of responses. All other students were given scores, even if their tests were blank.

**"Percent Correct" is the number of correct responses to an item divided by the number of students who took that item summed over all items for a goal or objective divided by the number of items for that goal or objective.

Data received from LEAs after October 15, 1999 are not included in this table.

Table 22. 1998-99 End-of-Grade Grade 5 Goal Summary Report

	Developmental Score Mean	Number of Observations*	# of Items	Percent Correct**
READING	154.3	94,801	65/64[†]	
GOAL 1: Use strategies and processes that enhance control of communications skills development.			14	65.4
GOAL 2: Use language for the acquisition, interpretation, and application of information.			130	67.7
OBJ 2.1: Identify, collect or select information and ideas.			58	69.9
OBJ 2.2: Analyze, synthesize, and organize information and ideas and discover related ideas, concepts or generalizations.			51	65.8
OBJ 2.3: Apply, extend, expand on information, concepts			21	66.3
GOAL 3: Use language for critical analysis and evaluation			50	62.1
MATHEMATICS	159.2	95,258	80	
Math Computation			36	73.5
Math Applications			204	62.1
GOAL 1: Identify and use rational numbers.			36	67.9
GOAL 2: Understand and use properties and relationships of geometry.			30	68.6
GOAL 3: Understanding of patterns and relationships			24	62.8
GOAL 4: Understand and use standard units of metric and customary measure.			24	49.6
GOAL 5: Solve problems and reason mathematically.			36	58.5
GOAL 6: Understanding and use of graphing, probablility, and statistics.			24	61.0
GOAL 7: Compute with rational numbers.			66	68.8

	I	J	N
NUMBER OF STUDENTS TAKING FORM	31,731	31,592	31,478

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*"Number of Observations" does not include students that were absent or exempted from testing or whose results were declared non-valid regardless of the number of responses. All other students were given scores, even if their tests were blank.

**"Percent Correct" is the number of correct responses to an item divided by the number of students who took that item summed over all items for a goal or objective divided by the number of items for that goal or objective.

[†] Reading forms I and N contain 65 questions. Form J contains 64 questions.

Data received from LEAs after October 15, 1999 are not included in this table.

Table 23. 1998-99 End-of-Grade Grade 6 Goal Summary Report

	Developmental Score Mean	Number of Observations*	# of Items	Percent Correct**
READING	156.7	93,589	65	
GOAL 1: Use strategies and processes that enhance control of communications skills development.			10	62.1
GOAL 2: Use language for the acquisition, interpretation, and application of information.			148	67.7
OBJ 2.1: Identify, collect or select information and ideas.			63	73.6
OBJ 2.2: Analyze, synthesize, and organize information and ideas and discover related ideas, concepts or generalizations.			69	62.4
OBJ 2.3: Apply, extend, and expand on information and concepts.			16	67.4
GOAL 3: Use language for critical analysis and evaluation			37	60.5
MATHEMATICS	164.8	93,824	80	
Math Computation			36	59.9
Math Applications			204	57.9
GOAL 1: Understand and use rational numbers.			27	66.7
GOAL 2: Understand and use of properties and relationships of geometry.			27	62.5
GOAL 3: Understanding of patterns, relationships, and pre-algebra.			24	62.2
GOAL 4: Understanding and use of measurement.			24	52.7
GOAL 5: Solve problems and reason mathematically.			36	54.2
GOAL 6: Understanding and use of graphing, probablility, and statistics.			36	54.2
GOAL 7: Compute with rational numbers.			66	58.0

	I	J	O
NUMBER OF STUDENTS TAKING FORM	31,147	31,236	31,206

*"Number of Observations" does not include students that were absent or exempted from testing or whose results were declared non-valid regardless of the number of responses. All other students were given scores, even if their tests were blank.

**"Percent Correct" is the number of correct responses to an item divided by the number of students who took that item summed over all items for a goal or objective divided by the number of items for that goal or objective.

Data received from LEAs after October 15, 1999 are not included in this table.

Table 24. 1998-99 End-of-Grade Grade 7 Goal Summary Report

	Developmental Score Mean	Number of Observations*	# of Items	Percent Correct**
READING	159.9	92,021	66	
GOAL 1: Use strategies and processes that enhance control of communications skills development.			11	68.8
GOAL 2: Use language for the acquisition, interpretation, and application of information.			151	67.8
OBJ 2.1: Identify, collect or select information and ideas.			57	72.3
OBJ 2.2: Analyze, synthesize, and organize information and ideas and discover related ideas, concepts or generalizations.			78	65.4
OBJ 2.3: Apply, extend, and expand on information and concepts.			16	63.5
GOAL 3: Use language for critical analysis and evaluation.			36	68.6
MATHEMATICS	170.8	92,151	80	
Math Computation			24	58.1
Math Applications			216	56.8
GOAL 1: Understanding and use of real numbers.			24	69.8
GOAL 2: Understand and use properties and relationships of geometry.			24	61.9
GOAL 3: Understanding of pre-algebra.			36	65.4
GOAL 4: Understanding and use of measurement.			30	51.9
GOAL 5: Solve problems and reason mathematically.			42	49.1
GOAL 6: Understanding and use of probablility and statistics.			24	46.0
GOAL 7: Compute with real numbers.			60	57.1

	I	J	O
NUMBER OF STUDENTS TAKING FORM	30,666	30,673	30,682

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*"Number of Observations" does not include students that were absent or exempted from testing or whose results were declared non-valid regardless of the number of responses. All other students were given scores, even if their tests were blank.

**"Percent Correct" is the number of correct responses to an item divided by the number of students who took that item summed over all items for a goal or objective divided by the number of items for that goal or objective.

Data received from LEAs after October 15, 1999 are not included in this table.

Table 25. 1998-99 End-of-Grade Grade 8 Goal Summary Report

	Developmental Score Mean	Number of Observations*	# of Items	Percent Correct**
READING	162.3	90,330	68	
GOAL 1: Use strategies and processes that enhance control of communications skills development.			19	58.7
GOAL 2: Use language for the acquisition, interpretation, and application of information.			153	66.8
OBJ 2.1: Identify, collect or select information and ideas.			51	71.2
OBJ 2.2: Analyze, synthesize, and organize information and ideas and discover related ideas, concepts or generalizations.			85	64.3
OBJ 2.3: Apply, extend, and expand on information and concepts.			17	66.0
GOAL 3: Use language for critical analysis and evaluation.			32	65.7
MATHEMATICS	174.1	90,396	80	
Math Computation			24	49.7
Math Applications			216	56.8
GOAL 1: Understanding and use of real numbers.			33	57.2
GOAL 2: Understand and use of properties and relationships of geometry.			24	56.0
GOAL 3: Understanding of pre-algebra.			42	58.0
GOAL 4: Understanding and use of measurement.			24	51.3
GOAL 5: Solve problems and reason mathematically.			36	55.1
GOAL 6: Understanding and use of probablility and statistics.			30	51.9
GOAL 7: Compute with real numbers.			51	59.3

	O	P	Q
NUMBER OF STUDENTS TAKING FORM	30,206	30,162	29,962

*"Number of Observations" does not include students that were absent or exempted from testing or whose results were declared non-valid regardless of the number of responses. All other students were given scores, even if their tests were blank.

**"Percent Correct" is the number of correct responses to an item divided by the number of students who took that item summed over all items for a goal or objective divided by the number of items for that goal or objective.

Data received from LEAs after October 15, 1999 are not included in this table.

Table 26. 1998-99 End-of-Grade Distribution of Scale Scores
Grade 3 Reading

NUMBER OF STUDENTS WITH VALID SCORES*	100,525	HIGH SCORE	172
		LOW SCORE	114
MEAN	146.4		
STANDARD DEVIATION	9.7		

ACHIEVEMENT LEVEL RANGES

LEVEL I	114-130
LEVEL II	131-140
LEVEL III	141-150
LEVEL IV	151-172

FREQUENCY DISTRIBUTION

SCALE SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT	CUMULATIVE PERCENT
172	27	100525	0.03	100.00
171	37	100498	0.04	99.97
170	48	100461	0.05	99.94
169	72	100413	0.07	99.89
168	167	100341	0.17	99.82
167	133	100174	0.13	99.65
166	612	100041	0.61	99.52
165	241	99429	0.24	98.91
164	1108	99188	1.10	98.67
163	362	98080	0.36	97.57
162	2073	97718	2.06	97.21
160	2738	95645	2.72	95.15
159	2070	92907	2.06	92.42
158	1848	90837	1.84	90.36
157	3361	88989	3.34	88.52
156	3543	85628	3.52	85.18
155	3512	82085	3.49	81.66
154	3566	78573	3.55	78.16
153	3522	75007	3.50	74.62
152	3505	71485	3.49	71.11
151	4578	67980	4.55	67.62
150	5471	63402	5.44	63.07
149	3147	57931	3.13	57.63
148	2986	54784	2.97	54.50
147	4909	51798	4.88	51.53
146	2863	46889	2.85	46.64
145	4654	44026	4.63	43.80
144	3518	39372	3.50	39.17
143	3248	35854	3.23	35.67
142	3330	32606	3.31	32.44
141	2771	29276	2.76	29.12
140	2283	26505	2.27	26.37
139	2793	24222	2.78	24.10
138	2535	21429	2.52	21.32
137	1879	18894	1.87	18.80
136	1892	17015	1.88	16.93
135	1851	15123	1.84	15.04
134	1727	13272	1.72	13.20
133	1626	11545	1.62	11.48
132	1565	9919	1.56	9.87
131	1454	8354	1.45	8.31
130	1364	6900	1.36	6.86
129	410	5536	0.41	5.51
128	796	5126	0.79	5.10
127	1079	4330	1.07	4.31
126	937	3251	0.93	3.23
125	909	2314	0.90	2.30
124	511	1405	0.51	1.40
123	351	894	0.35	0.89
122	247	543	0.25	0.54
LESS THAN 122	296	296	0.29	0.29

*"Number of Students with Valid Scores" does not include students that were absent or exempt from testing or whose results were declared non-valid regardless of the number of responses. All other students were given scores, even if their tests were blank. Data received from LEAs after October 15, 1999 are not included in this table.

Table 27. 1998-99 End-of-Grade Distribution of Scale Scores
Grade 3 Mathematics

NUMBER OF STUDENTS WITH VALID SCORES*	101,021	HIGH SCORE	173
		LOW SCORE	100
MEAN	142.9	ACHIEVEMENT LEVEL RANGES	
		LEVEL I	98-124
STANDARD DEVIATION	11.1	LEVEL II	125-137
		LEVEL III	138-149
		LEVEL IV	150-173

FREQUENCY DISTRIBUTION

SCALE SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT	CUMULATIVE PERCENT
173	53	101021	0.05	100.00
171	147	100968	0.15	99.95
170	129	100821	0.13	99.80
168	360	100692	0.36	99.67
167	260	100332	0.26	99.32
165	640	100072	0.63	99.06
164	379	99432	0.38	98.43
162	1415	99053	1.40	98.05
161	1275	97638	1.26	96.65
160	648	96363	0.64	95.39
159	2214	95715	2.19	94.75
157	2431	93501	2.41	92.56
156	2464	91070	2.44	90.15
155	2790	88606	2.76	87.71
154	2842	85816	2.81	84.95
153	2046	82974	2.03	82.14
152	2955	80928	2.93	80.11
151	4049	77973	4.01	77.18
150	3015	73924	2.98	73.18
149	2850	70909	2.82	70.19
148	2993	68059	2.96	67.37
147	3795	65066	3.76	64.41
146	3855	61271	3.82	60.65
145	3654	57416	3.62	56.84
144	3572	53762	3.54	53.22
143	3267	50190	3.23	49.68
142	3947	46923	3.91	46.45
141	2980	42976	2.95	42.54
140	3630	39996	3.59	39.59
139	3440	36366	3.41	36.00
138	2620	32926	2.59	32.59
137	2988	30306	2.96	30.00
136	2277	27318	2.25	27.04
135	2777	25041	2.75	24.79
134	2021	22264	2.00	22.04
133	2390	20243	2.37	20.04
132	1895	17853	1.88	17.67
131	1653	15958	1.64	15.80
130	1630	14305	1.61	14.16
129	1548	12675	1.53	12.55
128	1077	11127	1.07	11.01
127	1685	10050	1.67	9.95
126	1231	8365	1.22	8.28
125	810	7134	0.80	7.06
124	758	6324	0.75	6.26
123	970	5566	0.96	5.51
122	682	4596	0.68	4.55
121	573	3914	0.57	3.87
120	671	3341	0.66	3.31
119	436	2670	0.43	2.64
118	460	2234	0.46	2.21
117	360	1774	0.36	1.76
116	312	1414	0.31	1.40
115	262	1102	0.26	1.09
LESS THAN 115	840	840	0.83	0.83

*"Number of Students with Valid Scores" does not include students that were absent or exempt from testing or whose results were declared non-valid regardless of the number of responses. All other students were given scores, even if their tests were blank. Data received from LEAs after October 15, 1999 are not included in this table.

Table 28. 1998-99 End-of-Grade Distribution of Scale Scores
Grade 4 Reading

NUMBER OF STUDENTS WITH VALID SCORES*	97,911	HIGH SCORE	176
		LOW SCORE	119
MEAN	149.5	ACHIEVEMENT LEVEL RANGES	
		LEVEL I	118-134
STANDARD DEVIATION	9.4	LEVEL II	135-144
		LEVEL III	145-155
		LEVEL IV	156-179

FREQUENCY DISTRIBUTION

SCALE SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT	CUMULATIVE PERCENT
176	12	97911	0.01	100.00
175	10	97899	0.01	99.99
174	25	97889	0.03	99.98
173	66	97864	0.07	99.95
172	52	97798	0.05	99.88
171	258	97746	0.26	99.83
170	146	97488	0.15	99.57
169	489	97342	0.50	99.42
168	286	96853	0.29	98.92
167	728	96567	0.74	98.63
166	902	95839	0.92	97.88
165	524	94937	0.54	96.96
164	1766	94413	1.80	96.43
163	1331	92647	1.36	94.62
162	2373	91316	2.42	93.26
161	2539	88943	2.59	90.84
160	2729	86404	2.79	88.25
159	2893	83675	2.95	85.46
158	2952	80782	3.01	82.51
157	2948	77830	3.01	79.49
156	4012	74882	4.10	76.48
155	4041	70870	4.13	72.38
154	3798	66829	3.88	68.25
153	4864	63031	4.97	64.38
152	3796	58167	3.88	59.41
151	4611	54371	4.71	55.53
150	4388	49760	4.48	50.82
149	3214	45372	3.28	46.34
148	3887	42158	3.97	43.06
147	4286	38271	4.38	39.09
146	2688	33985	2.75	34.71
145	3307	31297	3.38	31.96
144	2435	27990	2.49	28.59
143	3429	25555	3.50	26.10
142	1647	22126	1.68	22.60
141	3087	20479	3.15	20.92
140	1466	17392	1.50	17.76
139	2011	15926	2.05	16.27
138	2265	13915	2.31	14.21
137	1348	11650	1.38	11.90
136	1298	10302	1.33	10.52
135	1750	9004	1.79	9.20
134	1200	7254	1.23	7.41
133	1151	6054	1.18	6.18
132	1053	4903	1.08	5.01
131	940	3850	0.96	3.93
130	785	2910	0.80	2.97
129	664	2125	0.68	2.17
128	485	1461	0.50	1.49
LESS THAN 128	976	976	1.00	1.00

*"Number of Students with Valid Scores" does not include students that were absent or exempt from testing or whose results were declared non-valid regardless of the number of responses. All other students were given scores, even if their tests were blank. Data received from LEAs after October 15, 1999 are not included in this table.

Table 29. 1998-99 End-of-Grade Distribution of Scale Scores
Grade 4 Mathematics

NUMBER OF STUDENTS WITH VALID SCORES*	98,391	HIGH SCORE	182
		LOW SCORE	112
MEAN	152.2	ACHIEVEMENT LEVEL RANGES	
		LEVEL I	111-131
STANDARD DEVIATION	10.3	LEVEL II	132-142
		LEVEL III	143-155
		LEVEL IV	156-182

FREQUENCY DISTRIBUTION

SCALE SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT	CUMULATIVE PERCENT
182	6	98391	0.01	100.00
181	28	98385	0.03	99.99
180	30	98357	0.03	99.97
178	82	98327	0.08	99.93
177	138	98245	0.14	99.85
176	157	98107	0.16	99.71
175	162	97950	0.16	99.55
174	441	97788	0.45	99.39
173	258	97347	0.26	98.94
172	622	97089	0.63	98.68
171	733	96467	0.74	98.04
170	920	95734	0.94	97.30
169	429	94814	0.44	96.36
168	1686	94385	1.71	95.93
167	1925	92699	1.96	94.21
166	2140	90774	2.17	92.26
165	1337	88634	1.36	90.08
164	2366	87297	2.40	88.72
163	2401	84931	2.44	86.32
162	2561	82530	2.60	83.88
161	3310	79969	3.36	81.28
160	4384	76659	4.46	77.91
159	2683	72275	2.73	73.46
158	3459	69592	3.52	70.73
157	3391	66133	3.45	67.21
156	3340	62742	3.39	63.77
155	4221	59402	4.29	60.37
154	4069	55181	4.14	56.08
153	3108	51112	3.16	51.95
152	3802	48004	3.86	48.79
151	2935	44202	2.98	44.92
150	4328	41267	4.40	41.94
149	2020	36939	2.05	37.54
148	4043	34919	4.11	35.49
147	3134	30876	3.19	31.38
146	2391	27742	2.43	28.20
145	3580	25351	3.64	25.77
144	1664	21771	1.69	22.13
143	3048	20107	3.10	20.44
142	1431	17059	1.45	17.34
141	2319	15628	2.36	15.88
140	1807	13309	1.84	13.53
139	1189	11502	1.21	11.69
138	1445	10313	1.47	10.48
137	1389	8868	1.41	9.01
136	925	7479	0.94	7.60
135	1212	6554	1.23	6.66
134	1083	5342	1.10	5.43
133	722	4259	0.73	4.33
132	644	3537	0.65	3.59
131	568	2893	0.58	2.94
130	487	2325	0.49	2.36
129	376	1838	0.38	1.87
128	355	1462	0.36	1.49
127	289	1107	0.29	1.13
126	224	818	0.23	0.83
125	203	594	0.21	0.60
124	137	391	0.14	0.40
123	126	254	0.13	0.26
122	43	128	0.04	0.13
LESS THAN 122	85	85	0.09	0.09

*"Number of Students with Valid Scores" does not include students that were absent or exempt from testing or whose results were declared non-valid regardless of the number of responses. All other students were given scores, even if their tests were blank. Data received from LEAs after October 15, 1999 are not included in this table.

Table 30. 1998-99 End-of-Grade Distribution of Scale Scores
Grade 5 Reading

NUMBER OF STUDENTS WITH VALID SCORES* 94,801

MEAN 154.3

STANDARD DEVIATION 8.5

HIGH SCORE 178

LOW SCORE 126

ACHIEVEMENT LEVEL RANGES

LEVEL I	124-138
LEVEL II	139-148
LEVEL III	149-158
LEVEL IV	159-182

FREQUENCY DISTRIBUTION

SCALE SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT	CUMULATIVE PERCENT
178	28	94801	0.03	100.00
176	95	94773	0.10	99.97
175	71	94678	0.07	99.87
173	477	94607	0.50	99.80
171	903	94130	0.95	99.29
169	1376	93227	1.45	98.34
168	1152	91851	1.22	96.89
167	1453	90699	1.53	95.67
166	1614	89246	1.70	94.14
165	2587	87632	2.73	92.44
164	2896	85045	3.05	89.71
163	3001	82149	3.17	86.65
162	4986	79148	5.26	83.49
161	3062	74162	3.23	78.23
160	4114	71100	4.34	75.00
159	3222	66986	3.40	70.66
158	6047	63764	6.38	67.26
157	3000	57717	3.16	60.88
156	5707	54717	6.02	57.72
155	4319	49010	4.56	51.70
154	4142	44691	4.37	47.14
153	3917	40549	4.13	42.77
152	4342	36632	4.58	38.64
151	3415	32290	3.60	34.06
150	3140	28875	3.31	30.46
149	2793	25735	2.95	27.15
148	3344	22942	3.53	24.20
147	2502	19598	2.64	20.67
146	1986	17096	2.09	18.03
145	2174	15110	2.29	15.94
144	1692	12936	1.78	13.65
143	1537	11244	1.62	11.86
142	1196	9707	1.26	10.24
141	1437	8511	1.52	8.98
140	1387	7074	1.46	7.46
139	997	5687	1.05	6.00
138	896	4690	0.95	4.95
137	801	3794	0.84	4.00
136	720	2993	0.76	3.16
135	634	2273	0.67	2.40
134	670	1639	0.71	1.73
133	413	969	0.44	1.02
LESS THAN 133	556	556	0.59	0.59

*"Number of Students with Valid Scores" does not include students that were absent or exempt from testing or whose results were declared non-valid regardless of the number of responses. All other students were given scores, even if their tests were blank. Data received from LEAs after October 15, 1999 are not included in this table.

Table 31. 1998-99 End-of-Grade Distribution of Scale Scores
Grade 5 Mathematics

NUMBER OF STUDENTS WITH VALID SCORES*	95,258	HIGH SCORE	185
		LOW SCORE	123
MEAN	159.2	ACHIEVEMENT LEVEL RANGES	
		LEVEL I	117-140
STANDARD DEVIATION	10.0	LEVEL II	141-149
		LEVEL III	150-160
		LEVEL IV	161-188

FREQUENCY DISTRIBUTION

SCALE SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT	CUMULATIVE PERCENT
185	43	95258	0.05	100.00
184	142	95215	0.15	99.95
183	181	95073	0.19	99.81
182	373	94892	0.39	99.62
181	114	94519	0.12	99.22
180	524	94405	0.55	99.10
179	514	93881	0.54	98.55
178	606	93367	0.64	98.01
177	753	92761	0.79	97.38
176	1210	92008	1.27	96.59
175	1349	90798	1.42	95.32
174	950	89449	1.00	93.90
173	1592	88499	1.67	92.90
172	2256	86907	2.37	91.23
171	1801	84651	1.89	88.86
170	2549	82850	2.68	86.97
169	2597	80301	2.73	84.30
168	2601	77704	2.73	81.57
167	3339	75103	3.51	78.84
166	2737	71764	2.87	75.34
165	4032	69027	4.23	72.46
164	3504	64995	3.68	68.23
163	3383	61491	3.55	64.55
162	4134	58108	4.34	61.00
161	3429	53974	3.60	56.66
160	3403	50545	3.57	53.06
159	3384	47142	3.55	49.49
158	4026	43758	4.23	45.94
157	3966	39732	4.16	41.71
156	2575	35766	2.70	37.55
155	3872	33191	4.06	34.84
154	3079	29319	3.23	30.78
153	2317	26240	2.43	27.55
152	3463	23923	3.64	25.11
151	1660	20460	1.74	21.48
150	2073	18800	2.18	19.74
149	2688	16727	2.82	17.56
148	1819	14039	1.91	14.74
147	1325	12220	1.39	12.83
146	1261	10895	1.32	11.44
145	1192	9634	1.25	10.11
144	1510	8442	1.59	8.86
143	1353	6932	1.42	7.28
142	878	5579	0.92	5.86
141	1069	4701	1.12	4.94
140	670	3632	0.70	3.81
139	647	2962	0.68	3.11
138	537	2315	0.56	2.43
137	405	1778	0.43	1.87
136	366	1373	0.38	1.44
135	320	1007	0.34	1.06
134	238	687	0.25	0.72
133	195	449	0.20	0.47
LESS THAN 133	254	254	0.27	0.27

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Table 32. 1998-99 End-of-Grade Distribution of Scale Scores
Grade 6 Reading

NUMBER OF STUDENTS WITH VALID SCORES*	93,589	HIGH SCORE	183
		LOW SCORE	124
MEAN	156.7	ACHIEVEMENT LEVEL RANGES	
		LEVEL I	124-140
STANDARD DEVIATION	9.3	LEVEL II	141-151
		LEVEL III	152-161
		LEVEL IV	162-183

FREQUENCY DISTRIBUTION

SCALE SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT	CUMULATIVE PERCENT
183	15	93589	0.02	100.00
180	131	93574	0.14	99.98
178	148	93443	0.16	99.84
177	232	93295	0.25	99.69
176	273	93063	0.29	99.44
175	259	92790	0.28	99.15
174	691	92531	0.74	98.87
173	918	91840	0.98	98.13
172	435	90922	0.46	97.15
171	1842	90487	1.97	96.69
170	1420	88645	1.52	94.72
169	2357	87225	2.52	93.20
168	2722	84868	2.91	90.68
167	1790	82146	1.91	87.77
166	3049	80356	3.26	85.86
165	4149	77307	4.43	82.60
164	3044	73158	3.25	78.17
163	3103	70114	3.32	74.92
162	4023	67011	4.30	71.60
161	3970	62988	4.24	67.30
160	4631	59018	4.95	63.06
159	4392	54387	4.69	58.11
158	2583	49995	2.76	53.42
157	4939	47412	5.28	50.66
156	3839	42473	4.10	45.38
155	3536	38634	3.78	41.28
154	3521	35098	3.76	37.50
153	3262	31577	3.49	33.74
152	2435	28315	2.60	30.25
151	3508	25880	3.75	27.65
150	2155	22372	2.30	23.90
149	1997	20217	2.13	21.60
148	2555	18220	2.73	19.47
147	1864	15665	1.99	16.74
146	1337	13801	1.43	14.75
145	1327	12464	1.42	13.32
144	1745	11137	1.86	11.90
143	1468	9392	1.57	10.04
142	1071	7924	1.14	8.47
141	1361	6853	1.45	7.32
140	902	5492	0.96	5.87
139	866	4590	0.93	4.90
138	805	3724	0.86	3.98
137	714	2919	0.76	3.12
136	674	2205	0.72	2.36
135	432	1531	0.46	1.64
134	379	1099	0.40	1.17
133	297	720	0.32	0.77
LESS THAN 133	423	423	0.45	0.45

*"Number of Students with Valid Scores" does not include students that were absent or exempt from testing or whose results were declared non-valid regardless of the number of responses. All other students were given scores, even if their tests were blank. Data received from LEAs after October 15, 1999 are not included in this table.

Table 33. 1998-99 End-of-Grade Distribution of Scale Scores
Grade 6 Mathematics

NUMBER OF STUDENTS WITH VALID SCORES*	93,824	HIGH SCORE	196
		LOW SCORE	130
MEAN	164.8		
STANDARD DEVIATION	10.9		

ACHIEVEMENT LEVEL RANGES

LEVEL I	130-145
LEVEL II	146-154
LEVEL III	155-167
LEVEL IV	168-196

FREQUENCY DISTRIBUTION

SCALE SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT	CUMULATIVE PERCENT
196	5	93824	0.01	100.00
195	23	93819	0.02	99.99
193	49	93796	0.05	99.97
192	39	93747	0.04	99.92
191	176	93708	0.19	99.88
190	87	93532	0.09	99.69
189	222	93445	0.24	99.60
188	480	93223	0.51	99.36
187	405	92743	0.43	98.85
186	406	92338	0.43	98.42
185	847	91932	0.90	97.98
184	963	91085	1.03	97.08
183	1017	90122	1.08	96.05
182	1111	89105	1.18	94.97
181	1207	87994	1.29	93.79
180	1270	86787	1.35	92.50
179	1406	85517	1.50	91.15
178	2369	84111	2.52	89.65
177	1897	81742	2.02	87.12
176	1964	79845	2.09	85.10
175	2713	77881	2.89	83.01
174	3305	75168	3.52	80.12
173	1672	71863	1.78	76.59
172	3332	70191	3.55	74.81
171	2807	66859	2.99	71.26
170	2936	64052	3.13	68.27
169	2437	61116	2.60	65.14
168	3615	58679	3.85	62.54
167	3129	55064	3.33	58.69
166	3193	51935	3.40	55.35
165	3927	48742	4.19	51.95
164	3376	44815	3.60	47.76
163	2718	41439	2.90	44.17
162	3323	38721	3.54	41.27
161	1955	35398	2.08	37.73
160	4021	33443	4.29	35.64
159	2009	29422	2.14	31.36
158	2637	27413	2.81	29.22
157	2496	24776	2.66	26.41
156	2655	22280	2.83	23.75
155	1903	19625	2.03	20.92
154	1864	17722	1.99	18.89
153	2321	15858	2.47	16.90
152	1643	13537	1.75	14.43
151	1600	11894	1.71	12.68
150	1591	10294	1.70	10.97
149	1484	8703	1.58	9.28
148	1252	7219	1.33	7.69
147	882	5967	0.94	6.36
146	1056	5085	1.13	5.42
145	999	4029	1.06	4.29
144	790	3030	0.84	3.23
143	661	2240	0.70	2.39
142	629	1579	0.67	1.68
141	416	950	0.44	1.01
140	201	534	0.21	0.57
139	125	333	0.13	0.35
138	97	208	0.10	0.22
LESS THAN 138	111	111	0.12	0.12

*"Number of Students with Valid Scores" does not include students that were absent or exempt from testing or whose results were declared non-valid regardless of the number of responses. All other students were given scores, even if their tests were blank. Data received from LEAs after October 15, 1999 are not included in this table.

Table 34. 1998-99 End-of-Grade Distribution of Scale Scores
Grade 7 Reading

NUMBER OF STUDENTS WITH VALID SCORES*	92,021	HIGH SCORE	183
		LOW SCORE	129
MEAN	159.9	ACHIEVEMENT LEVEL RANGES	
		LEVEL I	126-144
STANDARD DEVIATION	8.2	LEVEL II	145-154
		LEVEL III	155-163
		LEVEL IV	164-183

FREQUENCY DISTRIBUTION

SCALE SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT	CUMULATIVE PERCENT
183	13	92021	0.01	100.00
181	107	92008	0.12	99.99
179	77	91901	0.08	99.87
178	261	91824	0.28	99.79
176	732	91563	0.80	99.50
175	415	90831	0.45	98.71
174	898	90416	0.98	98.26
173	1078	89518	1.17	97.28
172	1285	88440	1.40	96.11
171	2300	87155	2.50	94.71
170	2709	84855	2.94	92.21
169	2920	82146	3.17	89.27
168	3171	79226	3.45	86.10
167	3383	76055	3.68	82.65
166	4481	72672	4.87	78.97
165	4452	68191	4.84	74.10
164	4305	63739	4.68	69.27
163	5212	59434	5.66	64.59
162	4952	54222	5.38	58.92
161	5371	49270	5.84	53.54
160	4103	43899	4.46	47.71
159	4595	39796	4.99	43.25
158	3390	35201	3.68	38.25
157	3990	31811	4.34	34.57
156	3556	27821	3.86	30.23
155	2737	24265	2.97	26.37
154	3143	21528	3.42	23.39
153	1918	18385	2.08	19.98
152	2260	16467	2.46	17.89
151	1966	14207	2.14	15.44
150	1628	12241	1.77	13.30
149	1117	10613	1.21	11.53
148	1310	9496	1.42	10.32
147	1276	8186	1.39	8.90
146	939	6910	1.02	7.51
145	1163	5971	1.26	6.49
144	813	4808	0.88	5.22
143	731	3995	0.79	4.34
142	678	3264	0.74	3.55
141	587	2586	0.64	2.81
140	742	1999	0.81	2.17
139	361	1257	0.39	1.37
138	279	896	0.30	0.97
LESS THAN 138	617	617	0.67	0.67

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Table 35. 1998-99 End-of-Grade Distribution of Scale Scores
Grade 7 Mathematics

NUMBER OF STUDENTS WITH VALID SCORES*	92,151
MEAN	170.8
STANDARD DEVIATION	10.6

HIGH SCORE	203
LOW SCORE	134

ACHIEVEMENT LEVEL RANGES

LEVEL I	134-151
LEVEL II	152-160
LEVEL III	161-172
LEVEL IV	173-203

FREQUENCY DISTRIBUTION

SCALE SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT	CUMULATIVE PERCENT
203	3	92151	0.00	100.00
201	28	92148	0.03	100.00
199	14	92120	0.02	99.97
198	135	92106	0.15	99.95
197	87	91971	0.09	99.80
196	187	91884	0.20	99.71
195	260	91697	0.28	99.51
194	125	91437	0.14	99.23
193	503	91312	0.55	99.09
192	454	90809	0.49	98.54
191	450	90355	0.49	98.05
190	847	89905	0.92	97.56
189	905	89058	0.98	96.64
188	1069	88153	1.16	95.66
187	1095	87084	1.19	94.50
186	1297	85989	1.41	93.31
185	2096	84692	2.27	91.91
184	1787	82596	1.94	89.63
183	1712	80809	1.86	87.69
182	2183	79097	2.37	85.83
181	1971	76914	2.14	83.47
180	2405	74943	2.61	81.33
179	3047	72538	3.31	78.72
178	2584	69491	2.80	75.41
177	3212	66907	3.49	72.61
176	2808	63695	3.05	69.12
175	3500	60887	3.80	66.07
174	3630	57387	3.94	62.27
173	3135	53757	3.40	58.34
172	3141	50622	3.41	54.93
171	3245	47481	3.52	51.53
170	3428	44236	3.72	48.00
169	2670	40808	2.90	44.28
168	4203	38138	4.56	41.39
167	2079	33935	2.26	36.83
166	3453	31856	3.75	34.57
165	2859	28403	3.10	30.82
164	2751	25544	2.99	27.72
163	2764	22793	3.00	24.73
162	1955	20029	2.12	21.73
161	1919	18074	2.08	19.61
160	1914	16155	2.08	17.53
159	1742	14241	1.89	15.45
158	1702	12499	1.85	13.56
157	1624	10797	1.76	11.72
156	1068	9173	1.16	9.95
155	982	8105	1.07	8.80
154	1276	7123	1.38	7.73
153	1168	5847	1.27	6.35
152	1045	4679	1.13	5.08
151	878	3634	0.95	3.94
150	782	2756	0.85	2.99
149	569	1974	0.62	2.14
148	457	1405	0.50	1.52
147	304	948	0.33	1.03
146	273	644	0.30	0.70
145	135	371	0.15	0.40
LESS THAN 145	236	236	0.26	0.26

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Table 36. 1998-99 End-of-Grade Distribution of Scale Scores
Grade 8 Reading

NUMBER OF STUDENTS WITH VALID SCORES*	90,330	HIGH SCORE	187
		LOW SCORE	132
MEAN	162.3	ACHIEVEMENT LEVEL RANGES	
		LEVEL I	132-144
STANDARD DEVIATION	8.4	LEVEL II	145-155
		LEVEL III	156-165
		LEVEL IV	166-187

FREQUENCY DISTRIBUTION

SCALE SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT	CUMULATIVE PERCENT
187	2	90330	0.00	100.00
186	12	90328	0.01	100.00
185	3	90316	0.00	99.98
184	44	90313	0.05	99.98
183	22	90269	0.02	99.93
182	202	90247	0.22	99.91
181	155	90045	0.17	99.68
180	280	89890	0.31	99.51
179	217	89610	0.24	99.20
178	527	89393	0.58	98.96
177	1114	88866	1.23	98.38
176	434	87752	0.48	97.15
175	1585	87318	1.75	96.67
174	2029	85733	2.25	94.91
173	2369	83704	2.62	92.66
172	2643	81335	2.93	90.04
171	2781	78692	3.08	87.12
170	2969	75911	3.29	84.04
169	3173	72942	3.51	80.75
168	5341	69769	5.91	77.24
167	4256	64428	4.71	71.33
166	3086	60172	3.42	66.61
165	5222	57086	5.78	63.20
164	4931	51864	5.46	57.42
163	4534	46933	5.02	51.96
162	3542	42399	3.92	46.94
161	4884	38857	5.41	43.02
160	3675	33973	4.07	37.61
159	3408	30298	3.77	33.54
158	3233	26890	3.58	29.77
157	2973	23657	3.29	26.19
156	2561	20684	2.84	22.90
155	2877	18123	3.18	20.06
154	1353	15246	1.50	16.88
153	2430	13893	2.69	15.38
152	1130	11463	1.25	12.69
151	1083	10333	1.20	11.44
150	1972	9250	2.18	10.24
149	805	7278	0.89	8.06
148	830	6473	0.92	7.17
147	815	5643	0.90	6.25
146	793	4828	0.88	5.34
145	1153	4035	1.28	4.47
144	814	2882	0.90	3.19
143	506	2068	0.56	2.29
142	408	1562	0.45	1.73
141	355	1154	0.39	1.28
140	445	799	0.49	0.88
LESS THAN 140	354	354	0.39	0.39

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Table 37. 1998-99 End-of-Grade Distribution of Scale Scores
Grade 8 Mathematics

NUMBER OF STUDENTS WITH VALID SCORES*	90,396	HIGH SCORE	208
		LOW SCORE	138
MEAN	174.1	ACHIEVEMENT LEVEL RANGES	
		LEVEL I	137-154
STANDARD DEVIATION	12.0	LEVEL II	155-164
		LEVEL III	165-177
		LEVEL IV	178-208

FREQUENCY DISTRIBUTION

SCALE SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT	CUMULATIVE PERCENT
208	26	90396	0.03	100.00
207	35	90370	0.04	99.97
206	47	90335	0.05	99.93
205	75	90288	0.08	99.88
204	79	90213	0.09	99.80
203	87	90134	0.10	99.71
202	191	90047	0.21	99.61
201	244	89856	0.27	99.40
200	116	89612	0.13	99.13
199	484	89496	0.54	99.00
198	362	89012	0.40	98.47
197	667	88650	0.74	98.07
196	769	87983	0.85	97.33
195	849	87214	0.94	96.48
194	918	86365	1.02	95.54
193	999	85447	1.11	94.53
192	1095	84448	1.21	93.42
191	1133	83353	1.25	92.21
190	1229	82220	1.36	90.96
189	1695	80991	1.88	89.60
188	2147	79296	2.38	87.72
187	1282	77149	1.42	85.35
186	2814	75867	3.11	83.93
185	1437	73053	1.59	80.81
184	1971	71616	2.18	79.22
183	2640	69645	2.92	77.04
182	2144	67005	2.37	74.12
181	2802	64861	3.10	71.75
180	2184	62059	2.42	68.65
179	3585	59875	3.97	66.24
178	1749	56290	1.93	62.27
177	3019	54541	3.34	60.34
176	2507	51522	2.77	57.00
175	2469	49015	2.73	54.22
174	3292	46546	3.64	51.49
173	2585	43254	2.86	47.85
172	2728	40669	3.02	44.99
171	3406	37941	3.77	41.97
170	2070	34535	2.29	38.20
169	2172	32465	2.40	35.91
168	3397	30293	3.76	33.51
167	2743	26896	3.03	29.75
166	1975	24153	2.18	26.72
165	1913	22178	2.12	24.53
164	2063	20265	2.28	22.42
163	1779	18202	1.97	20.14
162	1817	16423	2.01	18.17
161	1836	14606	2.03	16.16
160	1698	12770	1.88	14.13
159	1632	11072	1.81	12.25
158	503	9440	0.56	10.44
157	1485	8937	1.64	9.89
156	1374	7452	1.52	8.24
155	1173	6078	1.30	6.72
154	787	4905	0.87	5.43
153	981	4118	1.09	4.56
152	850	3137	0.94	3.47
151	694	2287	0.77	2.53
150	521	1593	0.58	1.76
149	371	1072	0.41	1.19
LESS THAN 148	701	701	0.78	0.78

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Table 38. 1998-99 End-of-Grade Multiple-Choice Test Results
Grade 3 Mean Scale Score by LEA - Reading

State Mean	Mean Score*	1999 LEA Performance
	152.3	Chapel Hill-Carrboro City
	150.7	Elkin City
	149.9	Watauga
	149.3	Mitchell
	149.1	Arapahoe**, Dare, Macon, Swain
	148.9	Henderson
	148.7	Cherokee, Tiller School**, Wake
	148.5	Avery, Buncombe, Transylvania
	148.3	Ashe, Beaufort, Cabarrus, Mount Airy City, Union, Wilkes
	148.1	Currituck, East Wake Academy**, Lincoln Charter**, Polk, Sterling Montessori**, Yancey
	147.9	Burke, Gates, Johnston, New Hanover
	147.7	Kings Mountain City
	147.5	Clay, Haywood, Onslow, Orange, Orange Co. Charter**, Pamlico
	147.3	Asheboro City, Craven, Davidson, Moore
	147.1	Clinton City, Francine Delany**, Wilson, Yadkin
	146.9	Brunswick, Carteret, Davie, Newton Conover City, Roanoke Rapids City
	146.7	Caldwell, Camden, Catawba, Charlotte/Mecklenburg, Jones
1999 State	146.5	Nash-Rocky Mount, Person, Richmond, Stanly, Summit Charter**
	146.3	Alexander, Alleghany, Asheville City, Cleveland, Lenoir, Madison, McDowell, Randolph, Wayne
	146.1	Chatham, Cumberland, Guilford, Harnett, Rutherford, Winston-Salem/Forsyth
	145.9	Hickory City, Jackson, Rowan-Salisbury
1998 State	145.7	Kannapolis City, Lexington City, Lincoln, Mooresville City
	145.5	Caswell, Granville, Iredell-Statesville, Whiteville City
	145.3	Durham, Gaston, Pitt, Rockingham, Sampson, Shelby City, Surry
	145.1	Graham, Halifax, Lee, Pender
	144.9	Alamance-Burlington, Franklin Academy**, Stokes
	144.7	Duplin, Franklin, Tyrrell
	144.5	Hyde
	144.3	Hoke
1997 State	144.1	Elizabeth City/Pasquotank, Greene, Perquimans, Scotland, The Learning Center**
1996 State	143.9	
	143.7	Warren
1995 State	143.5	Thomasville City
	143.3	Robeson, Village Charter**
	143.1	American Renaissance**, Martin, Montgomery
1994 State	142.9	Columbus
1993 State	142.7	Edgecombe, Sparc Academy**
	142.5	Bladen, Bridges**, Children's Village Academy**, Vance, Washington
	142.3	Northampton
	142.1	Anson
	141.9	Community Charter**, Hertford, River Mill Charter**
	141.7	Phase Academy**
	141.3	Edenton Chowan
	140.9	Bertie, Charter Public**
	140.7	Brevard Academy**
	140.1	Chatham Charter**, Weldon City
	139.5	Healthy Start**
	139.3	Harnett Early Childhood**, Turning Point**
	139.1	S.B. Howard**
	138.9	Englemann**
	138.1	Bright Horizons**
	137.9	C.G. Woodson**, Dillard Academy**, UCAN**
	135.5	Maureen Joy**
	133.3	Carter Community**
	129.9	East Winston Primary**
	†	ABCS**

Notes: *Scale scores from the region tables are rounded up to the nearest two-tenths of a point. †Data are not reported where number tested is fewer than five.

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Data received from LEAs after October 15, 1999 are not included in this table.

Table 39. 1998-99 End-of-Grade Multiple-Choice Test Results
Grade 3 Mean Scale Score by LEA - Mathematics

State Mean	Mean Score*	1999 LEA Performance
	149.0	Chapel Hill-Carrboro City
	···	
	148.0	Macon
	147.5	East Wake Academy**, Swain
	147.0	Cherokee, Elkin City, Mount Airy City, Watauga
	146.5	Ashe, Dare, Mitchell
	146.0	Beaufort, Polk, Wilkes
	145.5	Arapahoe**, Avery, Cabarrus, Henderson, New Hanover, Roanoke Rapids City, Wake, Yancey
	145.0	Buncombe, Clay, Davidson, Johnston, The Learning Center**, Transylvania, UCAN**, Union
	144.5	Asheboro City, Carteret, Currituck, Davie, Kings Mountain City, Moore, Orange, Pamlico
	144.0	Brunswick, Burke, Clinton City, Haywood, Jackson, Madison, Onslow, Randolph, Stanly, Summit Charter**, Tiller School**
	143.5	Camden, Cleveland, Harnett, Orange Co. Charter**, Rutherford, Surry, Wilson
1997,1999 Stat	143.0	Alleghany, Catawba, Charlotte/Mecklenburg, Craven, Hyde, Jones, Lexington City, Lincoln, McDowell, Nash-Rocky Mount, Newton Conover City, Richmond, Wayne, Yadkin
1998 State	142.5	Alamance-Burlington, Asheville City, Caldwell, Chatham Charter**, Cumberland, Gaston, Gates, Graham, Guilford, Kannapolis City, Person, Shelby City, Stokes
1996 State	142.0	Alexander, Chatham, Children's Village Academy**, Franklin Academy**, Franklin, Hickory City, Lenoir, Mooresville City, Pender, Rowan-Salisbury, Sampson, Tyrrell
1995 State	141.5	Caswell, Duplin, Granville, Halifax, Iredell-Statesville, Pitt, Rockingham, Scotland, Winston-Salem/Forsyth
	141.0	Durham, Hoke, Lee, Lincoln Charter**, Warren
	140.5	Columbus, Elizabeth City/Pasquotank, Greene, Robeson, Sterling Montessori**
1993,1994 Stat	140.0	Martin, Montgomery, Perquimans
	139.5	Anson, Bridges**, Francine Delany**, Northampton, Thomasville City, Whiteville City
	···	
	138.5	Bladen, Edgecombe, Vance
	···	
	137.5	Bertie, Washington
	137.0	Community Charter**
	136.5	Hertford, Weldon City
	136.0	Village Charter**
	135.5	C.G. Woodson**, Edenton/Chowan, Turning Point**
	135.0	Harnett Early Childhood**
	134.5	Bright Horizons**
	134.0	Healthy Start**
	133.5	Brevard Academy**, Phase Academy**, Sparc Academy**
	133.0	Dillard Academy**
	132.5	Charter Public**, S.B. Howard**
	···	
	131.0	River Mill Charter**
	···	
	130.0	American Renaissance**
	129.5	Englemann**
	129.0	Maureen Joy**
	···	
	123.0	East Winston Primary**
	···	
	121.5	Carter Community**
	†	ABCS**

Notes: *Scale scores from the region tables are rounded up to the nearest five-tenths of a point. †Data are not reported where number tested is fewer than five.

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Data received from LEAs after October 15, 1999 are not included in this table.

Table 40. 1998-99 End-of-Grade Multiple-Choice Test Results
Grade 4 Mean Scale Score by LEA - Reading

State Mean	Mean Score*	1999 LEA Performance
	158.5	Magellan**
	155.7	Tiller School**
	155.5	Chapel Hill-Carrboro City
	153.9	Transylvania
	153.5	Brevard Academy**, Elkin City
	152.9	Village Charter**
	152.7	Watauga
	152.3	Dare, Macon, Wake
	152.1	Buncombe, Cabarrus
	151.9	Avery, Davie, Haywood, Polk
	151.7	Cherokee, Clay
	151.5	Henderson, Sterling Montessori**, Tyrrell, Wilson
	151.3	East Wake Academy**, Johnston
	151.1	Craven, Currituck, Kings Mountain City
	150.9	Ashe, Orange Co. Charter**, Pamlico, Stanly, Whiteville City, Wilkes, Yancey
	150.7	American Renaissance**, New Hanover, Swain
	150.5	Burke, Davidson, Madison, Mount Airy City, Union
	150.3	Carteret, Jackson, Onslow, Winston-Salem/Forsyth
	150.1	Caldwell, Graham, McDowell, Orange
	149.9	Alexander, Moore, Roanoke Rapids City, Surry, Wayne
	149.7	Yadkin
1999 State	149.5	Arapahoe**, Camden, Catawba, Duplin, Lincoln Charter**, Mitchell, Mooresville City, Pender, Person, Rutherford
1998 State	149.3	Charlotte/Mecklenburg, Chatham, Gates, Kannapolis City, Randolph
	149.1	Guilford, Iredell-Statesville, Nash-Rocky Mount
	148.9	Alleghany, Cumberland, Jones, Rowan-Salisbury
1996 State	148.7	Brunswick, Cleveland, Clinton City, Francine Delany**, Gaston, Granville, Lenoir, Summit Charter**
1997 State	148.5	Franklin, Lincoln, Rockingham
	148.3	Alamance-Burlington, Hickory City
	148.1	Asheboro City, Asheville City, Harnett, Pitt, Stokes, The Learning Center**
1994 State	147.9	Beaufort, Durham, Richmond
1995 State	147.7	Greene, Lee, Newton Conover City, S.B. Howard**, Sampson
	147.5	Elizabeth City/Pasquotank, Halifax, Perquimans
	147.3	Lexington City
1993 State	147.1	Columbus, Shelby City
	146.9	Hoke
	146.7	Edgecombe, River Mill Charter**, Thomasville City
	146.5	Franklin Academy**
	146.3	Northampton, Scotland, Warren
	146.1	ABCS**, Bladen, Montgomery
	145.9	Charter Public**
	145.7	Caswell, Edenton/Chowan, Robeson
	145.5	Martin
	145.3	Anson, Vance
	145.1	Hyde
	144.9	UCAN**
	144.7	Children's Village Academy**, Hertford
	144.5	Bridges**, Bright Horizons**
	144.3	Community Charter**
	143.9	Bertie, Chatham Charter**
	143.5	Washington
	143.1	Turning Point**, Weldon City
	141.7	Phase Academy**
	141.3	Englemann**
	139.3	Sparc Academy**
	138.7	Maureen Joy**
	138.3	C.G. Woodson**
	135.5	Carter Community**
	†	Grandfather Academy**

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Data received from LEAs after October 15, 1999 are not included in this table.

Table 41. 1998-99 End-of-Grade Multiple-Choice Test Results
Grade 4 Mean Scale Score by LEA - Mathematics

State Mean	Mean Score*	1999 LEA Performance
	161.0	Magellan**
	...	
	158.5	Chapel Hill-Carrboro City
	158.0	Brevard Academy**, Transylvania
	157.5	Arapahoe**
	...	
	156.5	Clay
	156.0	Cherokee, Kings Mountain City, Macon, Polk, Watauga
	155.5	Avery, Cabarrus, Davie, Elkin City
	155.0	Alleghany, Buncombe, Currituck, Dare, Henderson, Pamlico, Wake, Wilkes, Yancey
	154.5	Ashe, Davidson, Jackson, Johnston, Tiller School**, Village Charter**, Wilson
	154.0	Burke, Camden, Duplin, Haywood, Madison, New Hanover, Roanoke Rapids City, Rutherford, Tyrrell, Whiteville City
	153.5	Carteret, Craven, Jones, Moore, Mount Airy City, Rowan-Salisbury, Swain, The Learning Center**, Union
	153.0	Alexander, Caldwell, East Wake Academy**, Graham, Kannapolis City, Lincoln, McDowell, Mitchell, Onslow, Orange, Stanly, Surry, Yadkin
1999 State	152.5	Alamance-Burlington, Catawba, Chatham, Cleveland, Nash-Rocky Mount, Pender, Person, Randolph, Winston-Salem/Forsyth
	152.0	Cumberland, Hickory City, Orange Co. Charter**, Wayne
1998 State	151.5	Beaufort, Brunswick, Charlotte/Mecklenburg, Children's Village Academy**, Franklin, Gaston, Gates, Granville, Guilford, Iredell-Statesville, Mooresville City, Newton-Conover City, Stokes
	151.0	Asheboro City, Clinton City, Halifax, Harnett, Lenoir, Lexington City
	150.5	Columbus, Pitt, Rockingham, Sampson
	150.0	Anson, Durham, Elizabeth City/Pasquotank, Greene, Hoke, Lee, Montgomery, Richmond, Scotland
1997 State	149.5	Asheville City, Northampton, Perquimans, Shelby City
	149.0	Edgecombe, Robeson, Summit Charter**
1996 State	148.5	Bertie, Bladen, Caswell, Hyde, Lincoln Charter**, S.B. Howard**, Vance, Warren
1995 State	148.0	Edenton/Chowan, Francine Delany**, Franklin Academy**
1994 State	147.5	Chatham Charter**
	147.0	Bright Horizons**, Thomasville City
1993 State	146.5	Hertford, Martin, Weldon City
	...	
	145.5	River Mill Charter**, Washington
	...	
	144.5	ABCS**, Sterling Montessori**
	144.0	Bridges**
	143.5	American Renaissance**, Turning Point**
	...	
	141.5	Maureen Joy**, Phase Academy**, UCAN**
	141.0	Charter Public**
	140.5	C.G. Woodson**, Community Charter**
	...	
	139.0	Englemann**
	...	
	135.5	Sparc Academy**
	...	
	133.5	Carter Community**
	†	Grandfather Academy**

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Data received from LEAs after October 15, 1999 are not included in this table.

Table 42. 1998-99 End-of-Grade Multiple-Choice Test Results
Grade 5 Mean Scale Score by LEA - Reading

State Mean	Mean Score*	1999 LEA Performance
	161.1	Sterling Montessori**
	160.9	Magellan**
	160.5	Chapel Hill-Carrboro City
	158.7	Transylvania
	158.5	Lincoln Charter**
	158.1	Camden
	157.9	Brevard Academy**
	157.7	Lake Norman**
	157.3	Clay
	157.1	Wake,Watauga
	156.9	Cherokee
	156.5	Avery, Whiteville City
	156.3	Buncombe, Mount Airy City, Village Charter**
	156.1	Orange Co. Charter**
	155.9	Ashe, Cabarrus, Dare, Davie, Madison, Orange, Person, Yancey
	155.7	American Renaissance**, Haywood, Henderson, Johnston, MAST**, New Hanover, Polk, Swain
	155.5	Elkin City, Macon, Mooresville City, Stanly, Surry, Union, Wilkes
	155.3	Alleghany, Franklin Academy**, Jones, Onslow
	155.1	Chatham, Davidson, Newton Conover City, Summit Charter**, Winston-Salem/Forsyth
	154.9	Asheboro City, Asheville City, Burke, Craven, Currituck, Jackson
	154.7	Caldwell, Gates, McDowell, Pamlico
	154.5	Alexander, Carteret, Cumberland, East Wake Academy**, Guilford
1998,1999 State	154.3	Lenoir, Mitchell
	154.1	Hickory City, Kings Mountain City, Rowan-Salisbury, Wilson, Yadkin
	153.9	Charlotte/Mecklenburg, Clinton City, Duplin, Halifax, Lee, Randolph, Rockingham, Rutherford, Wayne
	153.7	Catawba, Durham, Pender
	153.5	Arapahoe**, Brunswick, Chatham Charter**, Nash-Rocky Mount, Pitt, Roanoke Rapids City, Sampson, Stokes, Tiller School**
	153.3	Alamance-Burlington, Gaston, Greene, Harnett, Moore
1997 State	153.1	Beaufort, Iredell-Statesville, Kannapolis City, Lincoln
	152.9	Franklin, Graham
	152.7	Hyde, Richmond
1995 State	152.5	Shelby City, Warren
	152.3	Cleveland, Francine Delany**, Hoke
1996 State	152.1	Caswell
	151.9	Bladen, Columbus, Elizabeth City/Pasquotank, Granville, Martin, Perquimans, River Mill Charter**, Scotland
1994 State	151.7	Charter Public**, Englemann**, Lexington City, Phase Academy**
1993 State	151.5	Edenton/Chowan
	151.3	Montgomery
	151.1	Northampton
	150.7	Tyrrell
	150.5	Vance
	150.3	Anson, Carter Community**, Thomasville City
	149.7	Hertford
	149.3	Edgecombe, Robeson, Washington
	148.9	Bertie
	148.5	Weldon City
	148.3	The Learning Center**
	148.1	S.B. Howard**
	147.7	Community Charter**
	147.5	Bright Horizons**
	147.3	ABCS**, C.G. Woodson**
	146.7	UCAN**
	146.5	Bridges**
	145.9	Sparc Academy**
	144.9	Turning Point**
	+	Grandfather Academy**

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Table 43. 1998-99 End-of-Grade Multiple-Choice Test Results
Grade 5 Mean Scale Score by LEA - Mathematics

State Mean	Mean Score*	1999 LEA Performance
	170.5	Magellan**
	...	
	166.5	Chapel Hill-Carrboro City
	166.0	Sterling Montessori**
	...	
	165.0	Transylvania
	164.5	Arapahoe**, Mount Airy City
	...	
	163.5	Watauga
	163.0	Alleghany, Ashe, Lake Norman**, Whiteville City
	162.5	Avery, Chatham Charter**, Clay, Kings Mountain City, Lincoln Charter**, Madison
	162.0	Cherokee, Davie, Macon, Surry, Tiller School**, Wake
	161.5	Buncombe, New Hanover, Newton Conover City, Polk, Wilkes
	161.0	Cabarrus, Davidson, Haywood, Orange, Stanly, Swain, Union, Yancey
	160.5	Brevard Academy**, Burke, Caldwell, Camden, Dare, Henderson, Johnston, Lincoln, Pamlico, Rutherford, Village Charter**
	160.0	Carteret, Currituck, Halifax, Jackson, Lee, McDowell, Mooresville City, Onslow, Person, Rowan-Salisbury, Winston-Salem/Forsyth
1999 State	159.5	Catawba, Chatham, Craven, Duplin, Lenoir, Orange Co. Charter**, Randolph, Roanoke Rapids City, Shelby City
	159.0	Alamance-Burlington, Alexander, Asheboro City, Cleveland, Clinton City, Cumberland, Franklin Academy**, Gaston, Hickory City, Jones, Nash-Rocky Mount, Pender, Summit Charter**, Wilson
	158.5	Asheville City, Beaufort, Brunswick, Charlotte/Mecklenburg, Elkin City, Franklin, Gates, Graham, Guilford, Pitt, Sampson, Stokes, Wayne, Yadkin
	158.0	Harnett, Iredell-Statesville, Kannapolis City, Moore, Rockingham
1998 State	157.5	Durham, Elizabeth City/Pasquotank, Greene, Hyde, Lexington City, Montgomery, Northampton, Richmond
	157.0	Caswell, Columbus, East Wake Academy**, Mitchell, Scotland, The Learning Center**, Warren
1997 State	156.5	Anson, Hoke
	156.0	Bladen, Edenton/Chowan, Francine Delany**, Perquimans, Vance, Weldon City
1996 State	155.5	Granville
	155.0	Bertie, Martin
1995 State	154.5	River Mill Charter**, Robeson
	154.0	Edgecombe, Hertford, Thomasville City, Tyrrell
1994 State	153.5	MAST**
	...	
1993 State	152.5	Carter Community**, Phase Academy**, Washington
	...	
	150.5	S.B. Howard**
	...	
	149.5	American Renaissance**, C.G. Woodson**, Englemann**
	149.0	Charter Public**, Community Charter**, UCAN**
	148.5	Bridges**
	...	
	147.0	ABCS**
	...	
	146.0	Turning Point**
	145.5	Bright Horizons**
	145.0	Sparc Academy**
	†	Grandfather Academy**

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Table 44. 1998-99 End-of-Grade Multiple-Choice Test Results
Grade 6 Mean Scale Score by LEA - Reading

State Mean	Mean Score*	1999 LEA Performance
	166.3	Exploris**
	165.5	Magellan**
	163.7	Sterling Montessori**
	162.9	Chapel Hill-Carrboro City
	162.3	Orange Co. Charter**
	161.9	Francine Delany**
	161.3	Elkin City
	161.1	Transylvania
	160.9	Arapahoe**
	160.7	Watauga
	160.1	Brevard Academy**, Yancey
	159.7	Camden, Cherokee
	159.5	Wake
	159.1	Alleghany, Henderson, Kestrel Heights**, McDowell, Mount Airy City, Polk, Swain
	158.9	Lincoln Charter**, Tiller School**
	158.7	Buncombe, Jackson, New Hanover, Summit Charter**
	158.5	Cabarrus, Dare, Lake Norman**, Stanly, Union
	158.3	Downtown Middle**, MAST**, Wilkes
	158.1	Alexander, Catawba, Craven, East Wake Academy**, Graham, Orange, River Mill Charter**, Surry
	157.9	Currituck, Davidson, Johnston, Mitchell
	157.7	Avery, Burke, Chatham, Clay, Moore, Richmond
	157.5	Ashe, Carteret, Gates, Haywood, Macon, Mooresville City
	157.3	Madison, Onslow, Whiteville City
	157.1	Guilford, Kings Mountain City, Newton Conover City, Pamlico, The Learning Center**, Winston-Salem/Forsyth
	156.9	Asheville City, Duplin
1999 State	156.7	Asheboro City, Caldwell, Village Charter**
	156.5	Cumberland, Davie, Pitt, Randolph, Rutherford, Yadkin
	156.3	Lee, Pender
	156.1	Beaufort, Brunswick, Granville, Harnett, Iredell-Statesville, Lenoir, Wayne
1998 State	155.9	Clinton City, Hickory City, Lincoln, Roanoke Rapids City, Wilson
1997 State	155.7	Alamance-Burlington, Charlotte/Mecklenburg, Durham, Gaston, Halifax
	155.5	Person, Rockingham, Stokes
1996 State	155.3	ABCS**, Perquimans, Rowan-Salisbury
	155.1	Caswell, Cleveland, Hoke, Nash-Rocky Mount, Scotland
	154.9	Jones, Sampson
	154.7	Edenton/Chowan, Woods Charter**
1994,1995 State	154.5	Chatham Charter**, Columbus, Elizabeth City/Pasquotank, Franklin, Northampton, Vance
	154.3	Greene, Montgomery, Tyrrell
1993 State	154.1	Kannapolis City
	153.9	Bladen, Hyde, Shelby City, Warren
	153.7	Thomasville City
	153.5	Lexington City, Martin
	153.3	Charter Public**
	152.5	Edgecombe, Robeson
	152.3	Quality Education**, Washington
	152.1	Bertie
	151.5	Anson, Imani Institute**
	151.3	Hertford, Weldon City
	151.1	Bright Horizons**, Sparc Academy**
	150.5	C.G. Woodson**
	149.3	Right Step**
	149.1	Bridges**, Sankore School**
	148.7	CIS Academy**
	148.3	Englemann**, S.B. Howard**
	147.7	Carter Community**
	145.5	UCAN**
	144.7	Lift Academy**
	†	Grandfather Academy**, Kennedy Charter**, Lakeside School**

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Table 45. 1998-99 End-of-Grade Multiple-Choice Test Results
Grade 6 Mean Scale Score by LEA - Mathematics

State Mean	Mean Score*	1999 LEA Performance
	175.5	Magellan**
	...	
	174.0	Brevard Academy**,Exploris**
	...	
	173.0	Arapahoe**
	...	
	172.0	Orange Co. Charter**
	171.5	Chapel Hill-Carrboro City, Kestrel Heights**
	171.0	Transylvania
	170.5	Tiller School**, Watauga
	...	
	169.5	Graham, Pamlico
	169.0	Francine Delany**, Mount Airy City, Surry
	168.5	Buncombe, Kings Mountain City, Swain
	168.0	Alleghany, Ashe, Haywood, Henderson, McDowell, Newton Conover City, Yancey
	167.5	Avery, Cabarrus, Cleveland, Currituck, Dare, Lincoln Charter**, Union, Wake
	167.0	Catawba, New Hanover, Polk, Stanly, The Learning Center**, Wilkes
	166.5	Burke, Camden, Cherokee, Elkin City, Jackson, Johnston, Lake Norman**, Lee, Lenoir
	166.0	Alexander, Brunswick, Caldwell, Davidson, Gaston, Madison, Mitchell, Pender, Richmond, Sterling Montessori**, Summit Charter**
	165.5	Chatham Charter**, Chatham, Clay, Downtown Middle**, Iredell-Statesville, Lincoln, Moore, Mooresville City, Onslow, Rutherford, Whiteville City
1999 State	165.0	Carteret, Craven, Davie, Macon, Orange, Randolph, River Mill Charter**, Winston-Salem/Forsyth
	164.5	Alamance-Burlington, Caswell, Duplin, East Wake Academy**, Hickory City, Perquimans, Roanoke Rapids City, Wayne, Yadkin
1998 State	164.0	Asheboro City, Beaufort, Clinton City, Guilford, Harnett, Kannapolis City, Person, Pitt, Stokes, Wilson
	163.5	Cumberland, Edenton/Chowan, Hoke, MAST**, Nash-Rocky Mount, Rowan-Salisbury
	163.0	Asheville City, Charlotte/Mecklenburg, Durham, Franklin, Gates, Granville, Northampton, Shelby City
	162.5	Anson, Bladen, Elizabeth City/Pasquotank, Greene, Lexington City, Sampson, Thomasville City, Tyrrell, Village Charter**
1997 State	162.0	Columbus, Halifax, Jones, Montgomery, Rockingham, Scotland, Vance
1996 State	161.5	Edgecombe, Hyde
	161.0	UCAN**
1995 State	160.5	Robeson, Weldon City
	160.0	Bertie, Hertford, Warren
1994 State	159.5	Washington
	159.0	ABCS**, Martin
1993 State	158.5	
	...	
	157.0	Englemann**
	156.5	Woods Charter**
	156.0	Charter Public**, Quality Education**
	155.5	C.G. Woodson**, CIS Academy**, Imani Institute**, Sankore School**
	...	
	154.0	Carter Community**
	...	
	153.0	Bright Horizons**
	...	
	151.5	Bridges**, S.B. Howard**
	...	
	150.0	Sparc Academy**
	...	
	148.5	Lift Academy**
	...	
	144.5	Right Step**
	†	Grandfather Academy**, Kennedy Charter**, Lakeside School**

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Table 46. 1998-99 End-of-Grade Multiple-Choice Test Results
Grade 7 Mean Scale Score by LEA - Reading

State Mean	Mean Score*	1999 LEA Performance
	167.9	Exploris**
	167.1	Sterling Montessori**
	166.5	Magellan**
	166.3	Brevard Academy**
	165.5	Chapel Hill-Carrboro City
	164.1	Arapahoe**, Village Charter**
	163.9	Transylvania, Watauga
	162.7	Woods Charter**, Yancey
	162.5	East Wake Academy**, Elkin City, Mitchell, Wake
	162.3	Alleghany, Dare, Downtown Middle**
	162.1	Cherokee, Summit Charter**
	161.9	Buncombe, Clay, Jackson, Swain
	161.7	Henderson, Madison, Mount Airy City
	161.5	Haywood
	161.3	Cabarrus, Clinton City, Johnston, Pamlico, Polk, Stanly
	161.1	Ashe, Graham, New Hanover
	160.9	Avery, Carteret, Currituck, Lake Norman**, Macon, Moore
	160.7	Burke, Camden, Chatham, Craven, Davie, Pender, Surry, Union
	160.5	Brunswick, Caldwell, Guilford, Wilkes
	160.3	Asheboro City, Asheville City, Iredell-Statesville, Kestrel Heights**, McDowell, Mooresville City, Whiteville City, Yadkin
	160.1	Catawba, Davidson, Newton Conover City, Orange, Orange Co. Charter**, Person, Winston-Salem/Forsyth
1999 State	159.9	Kings Mountain City, Onslow
	159.7	Gaston, Richmond, Shelby City
	159.5	Alexander, Cumberland, Gates, Granville, Lee, Pitt, Rockingham
	159.3	Duplin, Elizabeth City/Pasquotank, Harnett, MAST**, Randolph, Rutherford, Stokes, Tyrrell, Wayne
1998 State	159.1	Charlotte/Mecklenburg, Hickory City, Nash-Rocky Mount, Perquimans, Scotland
	158.9	Alamance-Burlington, Beaufort, Cleveland, Roanoke Rapids City, Rowan-Salisbury, Wilson
	158.7	Durham, Jones, Lenoir, Lincoln, Sampson, The Learning Center**
	158.5	Caswell
1997 State	158.3	Edenton/Chowan, Montgomery, Thomasville City
1995 State	158.1	Bladen, Franklin, Kannapolis City, River Mill Charter**
1996 State	157.9	
	157.7	Northampton
	157.5	Columbus, Martin
1994 State	157.3	Edgecombe, Imani Institute**, Washington
1993 State	157.1	Lexington City, Quality Education**
	156.7	Hoke
	156.5	Chatham Charter**, Hyde
	156.3	Anson, Robeson
	156.1	Sparc Academy**, Vance, Warren
	155.7	Halifax
	155.3	Bertie, Hertford
	154.5	Greene
	154.3	Weldon City
	153.9	Phase Academy**
	152.9	Lift Academy**
	152.7	Carter Community**
	152.5	Right Step**
	152.1	Sankore School**
	151.9	C.G. Woodson**
	151.1	Bridges**
	147.7	CIS Academy**
	†	Grandfather Academy**, Kennedy Charter**, Lakeside School**, UCAN**

Notes: *Scale scores from the region tables are rounded up to the nearest two-tenths of a point. †Data are not reported where number tested is fewer than five.

**Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the Appendix.

Data received from LEAs after October 15, 1999 are not included in this table.

Table 47. 1998-99 End-of-Grade Multiple-Choice Test Results
Grade 7 Mean Scale Score by LEA - Mathematics

State Mean	Mean Score*	1999 LEA Performance
	182.5	Magellan**
	...	
	181.5	Exploris**
	...	
	179.0	Arapahoe**
	178.5	Chapel Hill-Carrboro City, Transylvania
	...	
	177.5	Village Charter**
	...	
	176.0	Brevard Academy**, Sterling Montessori**, Summit Charter**, Watauga, Yancey
	175.5	Graham, Mount Airy City
	175.0	Alleghany, Avery, Buncombe
	174.5	Newton Conover City, Pamlico
	174.0	Clay, Henderson, Jackson, Wake
	173.5	Ashe, Cherokee, Davie, Haywood, Johnston, Lake Norman**, Lee, Madison
	173.0	Cabarrus, Dare, Elkin City, Mitchell, Pender, Surry
	172.5	Caldwell, Carteret, Catawba, Clinton City, Currituck, Davidson, Downtown Middle**, New Hanover, Polk, Swain, Wilkes
	172.0	Burke, Kings Mountain City, Macon, McDowell, Moore, Orange Co. Charter**, Perquimans, Stanly, Union
	171.5	Asheville City, Brunswick, Iredell-Statesville, MAST**, Mooresville City, Richmond
1999 State	171.0	Alamance-Burlington, Asheboro City, Cleveland, Craven, Lincoln, Onslow, Randolph, Roanoke Rapids City, Scotland, Wayne, Wilson, Woods Charter**
	170.5	Chatham, Elizabeth City/Pasquotank, Gaston, Guilford, Harnett, Hickory City, Kannapolis City, Lenoir, Nash-Rocky Mount, Pitt, Rutherford, Winston-Salem/Forsyth, Yadkin
	170.0	Alexander, Bladen, East Wake Academy**, Granville, Montgomery, Orange, Shelby City
1998 State	169.5	Beaufort, Camden, Charlotte/Mecklenburg, Duplin, Hyde, Person, Rockingham, Rowan-Salisbury, Sampson
	169.0	Cumberland, Edgecombe, Lexington City, Northampton, Thomasville City, Whiteville City
	168.5	Franklin, Gates, Halifax, Jones, Kestrel Heights**, Stokes
	168.0	Chatham Charter**, Durham, Robeson, Tyrrell
1997 State	167.5	Edenton/Chowan, Martin
	167.0	Anson, Caswell, Columbus, Vance
1996 State	166.5	
1995 State	166.0	Hoke, Washington
	165.5	The Learning Center**
1994 State	165.0	Bertie
1993 State	164.5	Hertford, Quality Education**
	164.0	River Mill Charter**, Warren
	163.5	Greene
	...	
	162.5	Weldon City
	...	
	161.5	Imani Institute**
	161.0	C.G. Woodson**, Right Step**
	160.5	Sankore School**
	160.0	Bridges**, Sparc Academy**
	159.5	CIS Academy**
	...	
	158.5	Phase Academy**
	...	
	156.0	Lift Academy**
	155.5	Carter Community**
	†	Grandfather Academy**, Kennedy Charter**, Lakeside School**, UCAN**

Notes: *Scale scores from the region tables are rounded up to the nearest five-tenths of a point. †Data are not reported where number tested is fewer than five.

**Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the Appendix.

Data received from LEAs after October 15, 1999 are not included in this table.

Table 48. 1998-99 End-of-Grade Multiple-Choice Test Results
Grade 8 Mean Scale Score by LEA - Reading

State Mean	Mean Score*	1999 LEA Performance
	168.9	Chapel Hill-Carrboro City, Magellan**
	...	
	167.5	Summit Charter**
	...	
	166.9	Elkin City, Woods Charter**
	...	
	165.9	Transylvania
	...	
	165.5	Arapahoe**
	165.3	Cherokee, Watauga, Yancey
	165.1	Graham
	164.9	Buncombe, Polk, Swain
	164.7	Downtown Middle**, Lake Norman**, Wake
	164.5	Cabarrus, Dare
	164.3	Haywood, Mooresville City, Mount Airy City
	164.1	Mitchell
	163.9	Surry
	163.7	Henderson, Johnston, New Hanover, Pamlico
	163.5	Davie, Person
	163.3	Avery, Kings Mountain City, MAST**, Madison, McDowell, Orange, Union
	163.1	Asheville City, Burke, Clay, Craven, Pender, Shelby City, Stanly
	162.9	Alleghany, Asheboro City, Chatham, Macon
	162.7	Catawba, East Wake Academy**, Granville, Guilford, Iredell-Statesville, Jackson, Roanoke Rapids City, Whiteville City
	162.5	Alexander, Ashe, Brunswick, Clinton City, Davidson, Moore
1999 State	162.3	Caldwell, Camden, Cleveland, Lenoir, Newton Conover City, Wilkes, Winston-Salem/Forsyth
	162.1	Brevard Academy**, Carteret, Duplin, Hickory City, Pitt, Richmond, Tyrrell
1998 State	161.9	Currituck, Harnett, Lee, Onslow, Thomasville City, Wilson, Yadkin
	161.7	Alamance-Burlington, Charlotte/Mecklenburg, Edenton/Chowan, Gaston, River Mill Charter**, Rockingham, Stokes
	161.5	Beaufort, Durham, Rowan-Salisbury, Wayne
	161.3	Cumberland, Elizabeth City/Pasquotank, Martin, Randolph, Rutherford
	161.1	Caswell, Gates, Kannapolis City
1997 State	160.9	Sampson
	160.7	Jones, Northampton, Orange Co. Charter**, Scotland
	160.5	Edgecombe, Greene, Lincoln, Montgomery, Nash-Rocky Mount
	160.3	Chatham Charter**
1995,1996 State	160.1	Franklin, Perquimans
	159.9	The Learning Center**
1994 State	159.7	
	159.5	Anson
	159.3	Bladen, Columbus, Hoke
	159.1	Bridges**, Hyde
	158.9	Warren
1993 State	158.7	Bertie, Kestrel Heights**, Washington, Weldon City
	...	
	158.3	Hertford, Vance
	158.1	Robeson
	157.9	Lexington City
	156.7	Carter Community**, Imani Institute**
	156.5	Halifax, Phase Academy**
	156.3	Grandfather Academy**
	...	
	155.3	C.G. Woodson**, Quality Education**
	151.1	Right Step**
	150.9	Lift Academy**
	...	
	150.3	Sankore School**
	...	
	149.9	CIS Academy**
	...	
	146.5	Kennedy Charter**
	†	Lakeside School**, UCAN**, Village Charter**

Notes. *Scale scores from the region tables are rounded up to the nearest two-tenths of a point. †Data are not reported where number tested is fewer than five.

**Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the Appendix. Data received from LEAs after October 15, 1999 are not included in this table.

Table 49. 1998-99 End-of-Grade Multiple-Choice Test Results
Grade 8 Mean Scale Score by LEA - Mathematics

State Mean	Mean Score*	1999 LEA Performance
	187.0	Magellan**
	...	
	184.5	Transylvania
	...	
	183.0	Chapel Hill-Carrboro City
	...	
	180.5	Cherokee
	...	
	179.5	Arapahoe**, Buncombe, Haywood, Surry, Watauga
	179.0	Elkin City, Graham, Summit Charter**
	...	
	177.5	Avery, Clay, Johnston, Pamlico, Wake
	177.0	Ashe, Cabarrus, Henderson, Lenoir, Madison, McDowell, Mount Airy City, Perquimans, Woods Charter**, Yancey
	176.5	Dare, Davie, Jackson, Lee, Mooresville City, New Hanover, Pender, Polk, Union, Wilkes
	176.0	Alleghany, Asheboro City, Brunswick, Catawba, Newton Conover City, Roanoke Rapids City, Stanly
	175.5	Davidson, Iredell-Statesville, Kings Mountain City, Lake Norman**
	175.0	Alexander, Asheville City, Burke, Caldwell, Clinton City, Downtown Middle**, Duplin, Edenton/Chowan, Granville, Hickory City, Moore, Person, Swain
1999 State	174.5	Cleveland, Harnett, Macon, Onslow, Shelby City
1998 State	174.0	Alamance-Burlington, Craven, Hyde, Richmond, Scotland, Whiteville City
	173.5	Beaufort, Carteret, Chatham, East Wake Academy**, Gaston, Guilford, Kannapolis City, MAST**, Mitchell, Pitt, Rockingham, Rowan-Salisbury, Sampson, Wayne, Wilson, Winston-Salem/Forsyth
	173.0	Brevard Academy**, Lexington City, Lincoln, Nash-Rocky Mount, Orange, Randolph, Rutherford, Stokes, Yadkin
	172.5	Currituck, Durham, Northampton
	172.0	Camden, Charlotte/Mecklenburg, Edgecombe, Elizabeth City/Pasquotank, Franklin, Thomasville City
1997 State	171.5	Columbus, Greene, Hoke, Weldon City
1996 State	171.0	Anson, Montgomery
1995 State	170.5	Cumberland, Jones, Martin
	170.0	Bladen, Gates, Robeson, The Learning Center**
	169.5	Caswell, Halifax, Tyrrell, Warren
1994 State	169.0	Chatham Charter**, Hertford, Washington
1993 State	168.5	Vance
	...	
	167.5	River Mill Charter**
	167.0	Bertie, Bridges**
	166.5	Orange Co. Charter**
	166.0	Kestrel Heights**
	...	
	162.5	Phase Academy**
	162.0	Imani Institute**
	...	
	161.0	C.G. Woodson**, Quality Education**
	...	
	160.0	Carter Community**
	159.5	Right Step**
	...	
	158.5	Kennedy Charter**
	158.0	Grandfather Academy**
	157.5	CIS Academy**, Lift Academy**
	...	
	156.0	Sankore School**
	†	Lakeside School**, UCAN**, Village Charter**

Notes: *Scale scores from the region tables are rounded up to the nearest five-tenths of a point. †Data are not reported where number tested is fewer than five.

**Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the Appendix.

Data received from LEAs after October 15, 1999 are not included in this table.

Table 50a. 1998-99 End-of-Grade Multiple-Choice Test Results for LEAs
Grade 3 Reading and Mathematics
Western Region

	Total				American Indian		Asian		Black		Hispanic		Multi-Racial		White	
	Number Tested [1]	Reading Mean Scale Score	Mathematics Mean Scale Score	Percent Proficient [2]	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient
State	**100,525**	**146.4**	**142.9**	**63.4**	**1,464**	**53.6**	**1,595**	**71.6**	**30,513**	**41.9**	**2,937**	**50.2**	**1,219**	**66.1**	**62,766**	**74.4**
Western Region	**7,273**	**147.7**	**144.5**	**70.3**	**79**	**67.1**	**37**	**75.7**	**514**	**40.7**	**116**	**53.4**	**105**	**60.0**	**6,421**	**73.1**
Buncombe	1,899	148.5	144.8	71.5	9	77.8	8	75.0	98	42.3	26	65.4	45	60.0	1,712	73.6
Asheville City	322	146.3	142.3	62.1	1	*	2	*	147	40.8	3	*	11	54.5	158	81.6
Francine Delany**	22	147.1	139.5	54.5	0	*	0	*	8	12.5	0	*	0	*	14	78.6
Cherokee	264	148.7	146.7	81.1	6	100.0	3	*	6	66.7	3	*	4	*	242	81.4
The Learning Center**	11	144.0	144.7	42.9	0	*	0	*	0	*	0	*	0	*	11	42.9
Clay	86	147.5	144.6	66.3	0	*	1	*	0	*	1	*	1	*	83	66.3
Graham	87	145.1	142.4	62.8	9	66.7	0	*	0	*	0	*	0	*	78	62.3
Haywood	598	147.4	143.9	69.1	0	*	1	*	4	*	6	66.7	6	83.3	581	69.0
Henderson	869	148.8	145.5	75.0	2	*	5	80.0	36	33.3	35	51.4	14	57.1	777	78.4
Jackson	290	145.8	143.6	65.9	25	56.0	0	*	2	*	2	*	2	*	259	67.2
Summit Charter**	20	146.5	144.0	60.0	0	*	0	*	0	*	0	*	0	*	20	60.0
Macon	291	149.0	147.7	79.7	3	*	1	*	2	*	2	*	2	*	281	80.8
Madison	200	146.2	143.7	64.5	0	*	0	*	0	*	1	*	0	*	199	64.3
McDowell	531	146.2	143.0	64.9	3	*	11	63.6	25	44.0	6	33.3	2	*	484	66.5
Mitchell	185	149.2	146.1	76.8	0	*	0	*	1	*	3	*	0	*	181	76.8
Polk	175	148.0	145.6	74.3	0	*	0	*	16	68.8	7	42.9	1	*	151	76.8
Rutherford	829	146.1	143.3	64.2	0	*	2	*	148	41.8	14	42.9	10	40.0	655	69.9
Swain	124	149.0	147.4	79.0	21	71.4	1	*	0	*	3	*	0	*	99	79.8
Transylvania	273	148.5	144.7	72.2	0	*	2	*	19	26.3	1	*	6	50.0	245	76.7
Brevard Academy**	15	140.7	133.5	40.0	0	*	0	*	1	*	1	*	1	*	12	50.0
Yancey	182	148.1	145.4	71.4	0	*	0	*	1	*	2	*	0	*	179	72.6

Notes: [1] "Number Tested" is the number of students who took the end-of-grade tests in reading. *Data are not reported where number tested is fewer than five.

[2] The standard for grade-level proficiency is a test score at level III or above in end-of-grade tests in both reading and mathematics.

The ethnic categories may not sum to the "Total Number Tested" because students may not have coded in an ethnic category.

** Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the Appendix.

Data received from LEAs after October 15, 1999 are not included in this table.

Table 50b. 1998-99 End-of-Grade Multiple-Choice Test Results for LEAs
Grade 3 Reading and Mathematics
Northwest Region

	Total				American Indian		Asian		Black		Hispanic		Multi-Racial		White	
	Number Tested[1]	Reading Mean Scale Score	Mathematics Mean Scale Score	Percent Proficient[2]	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient
State	**100,525**	**146.4**	**142.9**	**63.4**	**1,464**	**53.6**	**1,595**	**71.6**	**30,513**	**41.9**	**2,937**	**50.2**	**1,219**	**66.1**	**62,766**	**74.4**
Northwest Region	**15,684**	**146.6**	**142.9**	**64.2**	**29**	**58.6**	**338**	**58.3**	**2,517**	**36.8**	**446**	**45.9**	**162**	**64.6**	**12,192**	**70.7**
Alexander	411	146.3	141.9	60.9	1	*	14	28.6	26	53.8	8	75.0	0	*	362	62.5
Alleghany	118	146.2	142.8	68.6	0	*	0	*	1	*	1	*	0	*	116	68.1
Ashe	223	148.2	146.5	75.8	1	*	0	*	1	*	1	*	2	*	218	75.2
Avery	184	148.4	145.5	75.0	0	*	0	*	4	*	0	*	1	*	179	75.4
Burke	1,192	147.8	143.9	68.7	2	*	102	67.6	83	45.8	32	62.5	8	75.0	965	70.9
Caldwell	995	146.6	142.3	62.6	0	*	7	71.4	74	34.2	10	30.0	8	37.5	896	65.5
Catawba	1,226	146.7	143.0	65.3	1	*	64	45.3	76	23.9	30	50.0	10	80.0	1,045	69.7
Englemann**	15	138.8	129.5	26.7	0	*	0	*	4	*	0	*	0	*	11	27.3
Hickory City	365	145.9	141.7	59.5	0	*	36	47.2	96	33.3	13	53.8	14	21.4	206	76.7
Newton Conover City	205	146.9	143.0	58.0	2	*	10	40.0	53	30.2	14	42.9	2	*	124	74.2
Davidson	1,491	147.3	144.8	71.5	4	*	8	50.0	30	56.7	11	81.8	7	85.7	1,431	71.7
Lexington City	239	145.6	142.7	65.7	1	*	17	70.6	111	60.4	25	56.0	13	76.9	72	73.6
Thomasville City	204	143.5	139.2	45.8	0	*	1	*	86	36.0	10	50.0	4	*	103	52.9
Davie	458	146.8	144.1	65.7	0	*	1	*	41	53.7	5	20.0	2	*	409	67.5
Winston-Salem/Forsyth	3,556	146.1	141.4	59.4	11	54.5	34	73.5	1,353	35.0	133	41.7	61	68.3	1,964	76.8
C.G. Woodson**	17	137.9	135.1	29.4	0	*	0	*	17	29.4	0	*	0	*	0	*
East Winston Primary**	15	129.9	123.0	0.0	0	*	0	*	15	0.0	0	*	0	*	0	*
Iredell-Statesville	1,316	145.5	141.5	59.6	4	*	24	50.0	237	33.1	35	25.7	11	54.5	1,005	67.6
American Renaissance**	17	143.0	130.0	29.4	0	*	0	*	5	0.0	0	*	0	*	12	41.7
Mooresville City	326	145.7	141.7	60.3	1	*	5	80.0	66	26.2	4	*	3	*	247	69.2
Stokes	571	144.9	142.4	60.6	0	*	1	*	21	23.8	9	44.4	8	50.0	532	62.6
Surry	700	145.3	143.4	63.9	0	*	0	*	29	48.3	45	47.7	1	*	625	65.7
Elkin City	92	150.6	146.8	81.5	0	*	1	*	5	60.0	4	*	0	*	82	85.4
Bridges**	8	142.4	139.5	50.0	0	*	0	*	0	*	0	*	0	*	8	50.0
Mount Airy City	159	148.3	146.6	73.0	0	*	5	60.0	18	22.2	2	*	0	*	134	80.6
Watauga	355	149.9	146.9	77.1	0	*	2	*	3	*	1	*	1	*	348	77.2
Wilkes	760	148.2	146.0	72.8	0	*	5	80.0	37	59.5	20	60.0	4	*	694	73.7
UCAN**	16	137.8	144.6	50.0	0	*	0	*	1	*	0	*	1	*	14	42.9
ABCS**	2	*	*	*	0	*	0	*	0	*	0	*	0	*	2	*
Yadkin	448	147.1	143.0	67.6	1	*	1	*	24	58.3	33	33.3	1	*	388	70.8

Notes: [1] "Number Tested" is the number of students who took the end-of-grade tests in reading. *Data are not reported where number tested is fewer than five.
2 The standard for grade-level proficiency is a test score at level III or above in end-of-grade tests in both reading and mathematics.
The ethnic categories may not sum to the "Total Number Tested" because students may not have coded in an ethnic category.
** Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the Appendix.
Data received from LEAs after October 15, 1999 are not included in this table.

Table 50c. 1998-99 End-of-Grade Multiple-Choice Test Results for LEAs
Grade 3 Reading and Mathematics
Southwest Region

	Total				American Indian		Asian		Black		Hispanic		Multi-Racial		White	
	Number Tested [1]	Reading Mean Scale Score	Mathematics Mean Scale Score	Percent Proficient [2]	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient
State	**100,525**	**146.4**	**142.9**	**63.4**	**1,464**	**53.6**	**1,595**	**71.6**	**30,513**	**41.9**	**2,937**	**50.2**	**1,219**	**66.1**	**62,766**	**74.4**
Southwest Region	**21,884**	**146.4**	**142.9**	**63.2**	**234**	**53.2**	**457**	**66.9**	**6,794**	**40.0**	**624**	**49.4**	**145**	**66.2**	**13,627**	**75.4**
Anson	345	142.1	139.2	45.8	1	*	6	50.0	213	31.5	2	*	0	*	123	69.9
Cabarrus	1,416	148.3	145.4	72.1	8	37.5	15	86.7	173	39.8	47	41.3	17	70.6	1,156	78.3
Kannapolis City	320	145.7	142.2	60.0	0	*	3	*	88	37.5	19	42.1	3	*	207	71.0
Cleveland	784	146.2	143.1	63.8	2	*	1	*	190	43.9	4	*	4	*	583	70.4
Kings Mountain City	375	147.6	144.3	69.1	0	*	9	77.8	88	58.0	3	*	4	*	270	73.0
Shelby City	287	145.3	142.3	58.9	0	*	1	*	173	44.5	2	*	5	60.0	106	82.1
Gaston	2,477	145.3	142.3	60.8	3	*	35	60.0	506	37.3	40	52.5	10	40.0	1,882	67.3
Hoke	543	144.3	140.8	55.0	83	50.0	4	*	251	40.4	12	83.3	7	71.4	186	74.1
Lincoln	803	145.7	142.9	63.5	2	*	4	*	79	36.7	33	42.4	9	77.8	676	67.5
Lincoln Charter**	20	148.0	141.0	65.0	0	*	0	*	2	*	0	*	0	*	18	66.7
Charlotte/Mecklenburg	7,928	146.7	142.8	62.6	43	61.0	303	69.2	3,359	39.5	261	49.0	27	63.0	3,934	82.7
Community Charter**	8	141.9	136.9	50.0	0	*	0	*	6	33.3	0	*	0	*	2	*
Montgomery	352	143.0	140.0	49.4	2	*	10	60.0	104	37.5	41	36.6	3	*	192	59.4
Moore	931	147.3	144.3	68.0	11	54.5	3	*	248	46.8	41	56.[illegible]	11	81.8	617	77.1
Richmond	648	146.5	142.8	64.7	7	42.9	3	*	249	51.8	13	76.9	4	*	372	73.1
Rowan-Salisbury	1,579	145.8	141.6	60.1	7	57.1	15	53.3	368	38.3	37	51.4	14	71.4	1,138	67.4
Scotland	554	144.1	141.2	55.2	58	53.4	2	*	250	39.5	3	*	5	80.0	236	71.2
Stanly	788	146.4	143.6	66.0	2	*	34	47.1	120	41.2	12	50.0	10	70.0	610	72.0
Union	1,726	148.2	144.8	71.5	5	60.0	9	77.8	327	35.8	54	50.0	12	58.3	1,319	81.4

Notes: [1] "Number Tested" is the number of students who took the end-of-grade tests in reading. *Data are not reported where number tested is fewer than five.
[2] The standard for grade-level proficiency is a test score at level III or above in end-of-grade tests in both reading and mathematics.
The ethnic categories may not sum to the "Total Number Tested" because students may not have coded in an ethnic category.
** Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the Appendix.
Data received from LEAs after October 15, 1999 are not included in this table.

Table 50d. 1998-99 End-of-Grade Multiple-Choice Test Results for LEAs
Grade 3 Reading and Mathematics
Northeast Region

	Total				American Indian		Asian		Black		Hispanic		Multi-Racial		White	
	Number Tested [1]	Reading Mean Scale Score	Mathematics Mean Scale Score	Percent Proficient [2]	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient
State	**100,525**	**146.4**	**142.9**	**63.4**	**1,464**	**53.6**	**1,595**	**71.6**	**30,513**	**41.9**	**2,937**	**50.2**	**1,219**	**66.1**	**62,766**	**74.4**
Northeast Region	**6,859**	**144.7**	**141.1**	**56.3**	**32**	**71.9**	**32**	**75.0**	**3,528**	**40.8**	**73**	**58.9**	**41**	**68.3**	**3,153**	**73.0**
Beaufort	567	148.2	145.8	70.5	0	*	1	*	238	55.0	11	72.7	4	*	313	82.1
Bertie	290	140.8	137.5	40.7	0	*	2	*	233	35.6	0	*	1	*	54	61.1
Camden	97	146.7	143.4	66.0	0	*	1	*	14	57.1	0	*	0	*	82	68.3
Edenton/Chowan	178	141.3	135.5	38.8	0	*	0	*	108	27.8	2	*	0	*	68	57.4
Currituck	257	148.0	144.1	70.0	0	*	0	*	23	26.1	2	*	3	*	229	73.8
Dare	384	149.1	146.1	76.3	0	*	1	*	11	50.0	3	*	5	80.0	364	77.5
Edgecombe	599	142.6	138.5	47.4	0	*	0	*	337	34.7	13	61.5	2	*	247	64.1
Gates	158	147.9	142.3	63.3	0	*	1	*	66	43.9	0	*	0	*	91	78.0
Halifax	451	145.1	141.5	63.0	24	70.8	0	*	388	60.6	3	*	1	*	35	80.0
Roanoke Rapids City	239	146.9	145.5	69.0	2	*	5	80.0	40	32.5	3	*	1	*	188	75.5
Weldon City	100	140.0	136.3	39.0	0	*	1	*	94	36.2	0	*	1	*	4	*
Hertford	307	141.8	136.5	36.5	2	*	0	*	249	29.3	0	*	0	*	56	66.1
Hyde	65	144.5	143.0	63.1	0	*	0	*	35	48.6	0	*	0	*	30	80.0
Martin	380	143.1	139.8	48.7	1	*	1	*	227	37.0	5	60.0	1	*	145	66.9
Northampton	316	142.3	139.4	47.6	0	*	0	*	257	43.6	1	*	0	*	58	64.9
Elizabeth City/Pasquotank	526	144.0	140.5	54.0	0	*	5	100.0	258	41.2	3	*	6	83.3	254	65.2
Perquimans	141	144.0	139.6	53.2	0	*	0	*	52	30.8	1	*	0	*	88	65.9
Pitt	1,555	145.3	141.4	58.4	3	*	14	78.6	740	39.5	25	44.0	13	53.8	760	76.9
Tyrrell	54	144.7	141.7	57.4	0	*	0	*	26	34.6	0	*	0	*	28	78.6
Washington	195	142.5	137.2	39.2	0	*	0	*	132	28.8	1	*	3	*	59	62.1

Notes: [1] "Number Tested" is the number of students who took the end-of-grade tests in reading. *Data are not reported where number tested is fewer than five.
[2] The standard for grade-level proficiency is a test score at level III or above in end-of-grade tests in both reading and mathematics.
The ethnic categories may not sum to the "Total Number Tested" because students may not have coded in an ethnic category.
** Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the Appendix.
Data received from LEAs after October 15, 1999 are not included in this table.

Table 50e. 1998-99 End-of-Grade Multiple-Choice Test Results for LEAs
Grade 3 Reading and Mathematics
Southeast Region

	Total				American Indian		Asian		Black		Hispanic		Multi-Racial		White	
	Number Tested [1]	Reading Mean Scale Score	Mathematics Mean Scale Score	Percent Proficient [2]	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient
State	**100,525**	**146.4**	**142.9**	**63.4**	**1,464**	**53.6**	**1,595**	**71.6**	**30,513**	**41.9**	**2,937**	**50.2**	**1,219**	**66.1**	**62,766**	**74.4**
Southeast Region	**18,080**	**145.9**	**142.4**	**62.2**	**959**	**51.4**	**131**	**81.7**	**6,536**	**46.4**	**630**	**59.8**	**284**	**68.7**	**9,533**	**73.8**
Bladen	451	142.5	138.4	49.9	3	*	0	*	234	37.2	8	87.5	0	*	206	63.1
Brunswick	829	146.8	143.7	66.6	5	60.0	1	*	167	46.7	15	33.3	15	60.0	626	72.8
Carteret	645	146.9	144.4	68.3	1	*	3	*	67	39.4	9	55.6	7	57.1	557	72.6
Tiller School**	14	148.6	143.8	64.3	1	*	0	*	1	*	0	*	0	*	12	66.7
Columbus	565	142.9	140.4	49.5	32	40.6	0	*	256	37.5	7	28.6	2	*	268	62.9
Whiteville City	212	145.4	139.3	52.4	2	*	0	*	93	29.0	4	*	1	*	111	74.3
Craven	1,160	147.2	142.7	65.2	2	*	7	57.1	404	46.9	27	70.4	13	61.5	707	75.6
Cumberland	4,219	146.1	142.5	63.5	60	56.7	56	85.7	1,915	49.5	206	67.0	77	64.9	1,902	76.8
Duplin	672	144.7	141.4	59.1	1	*	1	*	243	49.8	74	48.6	1	*	352	67.9
Greene	207	144.1	140.4	52.7	0	*	0	*	118	42.4	14	42.9	0	*	75	70.7
Jones	124	146.7	142.8	67.7	0	*	1	*	67	53.7	3	*	0	*	53	84.9
Lenoir	790	146.3	141.6	60.1	2	*	3	*	371	46.4	17	70.6	5	80.0	392	72.2
Children's Village**	15	142.5	141.8	46.7	0	*	0	*	14	42.9	0	*	0	*	0	*
New Hanover	1,720	147.8	145.2	69.3	6	66.7	14	71.4	468	41.8	27	81.5	43	67.4	1,161	80.1
Onslow	1,648	147.4	143.6	68.3	22	72.7	19	78.9	390	54.6	61	63.9	71	76.1	1,085	72.7
Phase Academy**	14	141.6	133.1	42.9	0	*	0	*	12	33.3	0	*	2	*	0	*
Pamlico	122	147.5	144.2	66.1	1	*	0	*	38	39.5	1	*	0	*	82	77.8
Arapahoe**	24	149.1	145.3	83.3	0	*	0	*	3	*	0	*	0	*	21	85.7
Pender	525	145.1	142.0	59.3	0	*	0	*	180	45.8	14	35.7	8	62.5	323	67.7
Robeson	1,849	143.3	140.3	53.2	804	50.4	6	66.7	562	44.8	27	55.6	8	87.5	442	68.1
Sampson	590	145.2	141.7	60.3	11	81.8	1	*	204	44.1	62	62.3	6	83.3	306	69.3
Clinton City	203	147.1	143.9	65.5	4	*	2	*	106	51.9	5	80.0	0	*	86	82.6
Wayne	1,449	146.3	142.6	62.2	2	*	17	88.2	591	47.3	49	36.7	24	70.8	766	74.4
Bright Horizons**	15	138.0	134.5	33.3	0	*	0	*	14	28.6	0	*	1	*	0	*
Dillard Academy**	18	137.8	132.8	16.7	0	*	0	*	18	16.7	0	*	0	*	0	*

Notes: [1] "Number Tested" is the number of students who took the end-of-grade tests in reading. *Data are not reported where number tested is fewer than five.

[2] The standard for grade-level proficiency is a test score at level III or above in end-of-grade tests in both reading and mathematics.

The ethnic categories may not sum to the "Total Number Tested" because students may not have coded in an ethnic category.

** Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the Appendix.

Data received from LEAs after October 15, 1999 are not included in this table.

Table 50f. 1998-99 End-of-Grade Multiple-Choice Test Results for LEAs
Grade 3 Reading and Mathematics
Central Region

	Total				American Indian		Asian		Black		Hispanic		Multi-Racial		White	
	Number Tested[1]	Reading Mean Scale Score	Mathematics Mean Scale Score	Percent Proficient[2]	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient
State	**100,525**	**146.4**	**142.9**	**63.4**	**1,464**	**53.6**	**1,595**	**71.6**	**30,513**	**41.9**	**2,937**	**50.2**	**1,219**	**66.1**	**62,766**	**74.4**
Central Region	**30,745**	**146.7**	**143.1**	**63.8**	**131**	**56.5**	**600**	**80.1**	**10,624**	**42.1**	**1,048**	**45.6**	**482**	**66.3**	**17,840**	**77.3**
Alamance-Burlington	1,623	144.9	142.4	59.8	5	20.0	13	76.9	431	39.4	76	33.3	23	65.2	1,075	69.7
River Mill Charter**	16	141.8	130.6	18.8	0	*	0	*	0	*	0	*	3	*	13	15.4
Caswell	272	145.5	141.1	59.4	0	*	1	*	127	49.2	5	60.0	1	*	138	68.1
Chatham	577	146.0	141.9	61.1	3	*	2	*	140	39.6	45	33.3	19	57.9	368	72.8
Chatham Charter**	16	140.1	142.4	56.3	0	*	1	*	2	*	0	*	0	*	13	61.5
Durham	2,303	143.2	140.7	55.0	10	30.0	34	70.6	1,383	41.2	68	41.2	48	62.5	760	80.5
Maureen Joy**	24	135.4	129.0	8.3	0	*	0	*	23	8.7	0	*	1	*	0	*
Healthy Start**	68	139.4	133.8	35.3	0	*	0	*	65	35.4	0	*	2	*	1	*
Carter Community**	9	133.3	121.1	0.0	1	*	0	*	7	0.0	0	*	0	*	1	*
Turning Point**	19	139.2	135.3	26.3	0	*	1	*	13	23.1	0	*	3	*	2	*
Franklin	624	144.6	141.8	57.9	1	*	3	*	251	39.2	12	16.7	5	60.0	352	72.6
Granville	676	145.5	141.4	58.5	3	*	1	*	269	40.5	16	18.8	2	*	385	72.4
Guilford	4,991	146.0	142.2	59.6	25	44.0	171	65.3	2,089	39.0	103	44.1	117	66.7	2,485	77.1
Harnett	1,243	146.1	143.3	64.1	11	63.6	1	*	382	49.2	54	48.1	29	69.0	766	72.5
Harnett Early Childhood**	8	139.3	134.8	25.0	0	*	0	*	8	25.0	0	*	0	*	0	*
Johnston	1,701	147.8	144.7	69.6	4	*	5	80.0	359	47.7	88	54.0	18	55.6	1,227	77.4
Lee	770	145.0	141.0	56.6	5	40.0	5	40.0	203	34.0	112	29.5	9	55.6	436	74.5
Nash-Rocky Mount	1,377	146.4	142.7	64.5	6	50.0	11	100.0	710	50.8	43	46.5	9	66.7	597	81.4
Charter Public**	84	140.9	132.3	36.9	0	*	1	*	50	28.0	4	*	2	*	27	48.1
Orange	552	147.5	144.1	69.4	5	60.0	1	*	115	44.2	14	42.9	12	66.7	405	77.5
Orange Co. Charter**	18	147.4	143.4	72.2	0	*	0	*	0	*	0	*	1	*	17	70.6
Chapel Hill-Carrboro City	647	152.3	148.6	81.2	0	*	55	98.2	118	40.7	23	60.9	12	83.3	439	91.1
Village Charter**	12	143.3	135.8	50.0	0	*	1	*	7	28.6	0	*	0	*	4	*
Person	510	146.4	142.3	61.6	3	*	0	*	191	44.0	10	40.0	7	42.9	299	73.9
Randolph	1,426	146.3	144.0	65.4	6	16.7	9	44.4	68	37.3	37	52.8	16	68.8	1,290	67.5
Asheboro City	360	147.3	144.3	65.6	1	*	7	57.1	63	41.3	40	50.0	5	100.0	244	74.2
Rockingham	1,187	145.3	141.2	58.3	3	*	6	66.7	313	41.2	30	40.0	19	63.2	816	65.2
Vance	673	142.5	138.5	45.7	0	*	1	*	456	33.9	14	50.0	4	*	198	72.1
Wake	7,610	148.7	145.3	72.2	24	83.3	263	88.6	1,980	42.4	209	54.1	107	74.5	5,011	83.8
Sterling Montessori**	19	148.0	140.3	68.4	1	*	4	*	1	*	0	*	0	*	13	69.2
Franklin Academy**	19	144.8	141.9	57.9	0	*	1	*	3	*	0	*	0	*	15	66.7
East Wake Academy**	40	148.1	147.2	65.0	0	*	0	*	7	42.9	1	*	1	*	31	74.2
Sparc Academy**	26	142.7	133.1	30.8	0	*	0	*	25	32.0	0	*	1	*	0	*
Warren	273	143.6	141.0	53.8	12	75.0	0	*	196	47.4	6	50.0	0	*	59	71.2
Wilson	932	147.0	143.3	68.0	2	*	2	*	533	53.8	36	80.6	6	83.3	352	87.5
S.B. Howard**	40	139.1	132.5	25.0	0	*	0	*	36	25.0	2	*	0	*	1	*

Notes: [1] "Number Tested" is the number of students who took the end-of-grade tests in reading. *Data are not reported where number tested is fewer than five.

[2] The standard for grade level proficiency is a test score at level III or above in end-of-grade tests in both reading and mathematics.

The ethnic categories may not sum to the "Total Number Tested" because students may not have coded in an ethnic category.

** Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the Appendix.

Data received from LEAs after October 15, 1999 are not included in this table.

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Table 51a. 1998-99 End-of-Grade Multiple-Choice Test Results for LEAs
Grade 4 Reading and Mathematics
Western Region

	Total				American Indian		Asian		Black		Hispanic		Multi-Racial		White	
	Number Tested[1]	Reading Mean Scale Score	Mathematics Mean Scale Score	Percent Proficient[2]	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient
State	**97,911**	**149.5**	**152.2**	**68.2**	**1,349**	**56.5**	**1,532**	**73.9**	**29,257**	**47.8**	**2,650**	**55.0**	**974**	**69.8**	**62,124**	**78.5**
Western Region	**7,368**	**151.1**	**154.3**	**76.2**	**90**	**67.8**	**45**	**77.8**	**525**	**49.0**	**128**	**61.7**	**84**	**65.5**	**6,495**	**78.9**
Buncombe	1,966	152.0	154.8	78.5	8	75.0	13	92.3	103	56.3	29	82.8	32	68.8	1,781	79.9
Asheville City	329	148.1	149.2	61.9	1	*	5	100.0	152	36.8	5	60.0	4	*	162	84.5
Francine Delany**	19	148.6	148.0	57.9	0	*	0	*	8	25.0	0	*	0	*	11	81.8
Cherokee	253	151.6	155.6	81.0	4	*	1	*	8	50.0	5	80.0	1	*	234	82.1
The Learning Center**	8	148.0	153.4	62.5	0	*	0	*	0	*	0	*	0	*	8	62.5
Clay	105	151.7	156.3	81.9	0	*	1	*	1	*	0	*	0	*	103	83.5
Graham	112	150.0	152.8	73.2	18	77.8	0	*	0	*	0	*	1	*	93	72.0
Haywood	592	151.8	153.8	80.1	2	*	2	*	10	50.0	1	*	5	60.0	571	81.1
Henderson	885	151.4	154.9	77.4	2	*	3	*	32	37.5	49	53.1	20	55.0	779	81.2
Jackson	262	150.2	154.4	70.6	28	60.7	1	*	4	*	4	*	2	*	223	72.2
Summit Charter**	17	148.7	148.9	64.7	0	*	0	*	0	*	1	*	0	*	16	68.8
Macon	290	152.2	156.0	80.7	0	*	0	*	6	66.7	4	*	0	*	280	80.7
Madison	210	150.5	153.7	75.7	0	*	0	*	0	*	2	*	0	*	208	76.0
McDowell	521	150.1	152.6	72.1	0	*	12	58.3	26	57.7	9	44.4	2	*	472	74.0
Mitchell	178	149.5	152.8	68.5	0	*	0	*	0	*	5	40.0	0	*	173	69.4
Polk	196	151.9	155.8	79.1	0	*	3	*	20	70.0	2	*	2	*	169	80.5
Rutherford	784	149.4	153.9	70.8	0	*	4	*	125	54.4	8	50.0	10	80.0	637	74.1
Swain	123	150.6	153.3	78.9	26	61.5	0	*	1	*	0	*	0	*	96	84.4
Transylvania	305	153.8	157.6	85.9	1	*	0	*	24	54.2	3	*	5	80.0	272	88.6
Brevard Academy**	15	153.5	157.7	80.0	0	*	0	*	4	*	0	*	0	*	11	81.8
Yancey	198	150.9	154.9	75.3	0	*	0	*	1	*	1	*	0	*	196	75.5

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Notes: [1] "Number Tested" is the number of students who took the end-of-grade tests in reading. *Data are not reported where number tested is fewer than five.
[2] The standard for grade-level proficiency is a test score at level III or above in end-of-grade tests in both reading and mathematics.
The ethnic categories may not sum to the "Total Number Tested" because students may not have coded in an ethnic category.
** Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the Appendix.
Data received from LEAs after October 15, 1999 are not included in this table.

Table 51b. 1998-99 End-of-Grade Multiple-Choice Test Results for LEAs
Grade 4 Reading and Mathematics
Northwest Region

	Total				American Indian		Asian		Black		Hispanic		Multi-Racial		White	
		Reading	Mathematics													
	Number Tested[1]	Mean Scale Score	Mean Scale Score	Percent Proficient[2]	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient
State	**97,911**	**149.5**	**152.2**	**68.2**	**1,349**	**56.5**	**1,532**	**73.1**	**29,257**	**47.8**	**2,650**	**55.0**	**974**	**69.8**	**62,124**	**78.5**
Northwest Region	**15,232**	**149.9**	**152.8**	**70.1**	**29**	**69.0**	**304**	**55.3**	**2,377**	**45.0**	**408**	**52.7**	**138**	**61.3**	**11,974**	**76.2**
Alexander	408	149.9	152.8	72.5	1	*	10	40.0	30	53.3	11	81.8	0	*	356	74.9
Alleghany	113	148.9	154.8	69.0	0	*	0	*	0	*	4	*	1	*	108	68.5
Ashe	292	150.9	154.4	75.0	1	*	0	*	2	*	0	*	0	*	289	75.1
Avery	195	151.9	155.3	84.1	0	*	0	*	1	*	0	*	2	*	192	84.9
Grandfather Academy**	1	*	*	*	0	*	0	*	0	*	0	*	0	*	1	*
Burke	1,123	150.5	153.8	71.7	1	*	91	58.2	84	57.1	15	33.3	8	87.5	924	74.9
Caldwell	969	150.0	153.0	72.8	1	*	7	0.0	67	68.7	9	66.7	8	50.0	877	73.9
Catawba	1,269	149.5	152.1	68.1	1	*	68	50.0	93	43.0	27	66.7	7	28.6	1,073	71.7
Englemann**	6	141.2	139.0	0.0	0	*	0	*	3	*	0	*	0	*	3	*
Hickory City	348	148.3	151.9	63.2	0	*	19	31.6	102	39.2	21	42.9	10	30.0	196	82.7
Newton Conover City	193	147.7	151.2	60.9	0	*	13	53.8	36	41.7	11	63.6	2	*	131	66.9
Davidson	1,431	150.4	154.5	74.0	6	66.7	5	60.0	31	64.5	11	63.6	3	*	1,375	74.4
Lexington City	236	147.2	150.7	58.3	0	*	13	46.2	104	46.6	16	50.0	5	60.0	98	73.5
Thomasville City	164	14 6	146.7	50.3	0	*	2	*	77	36.8	13	46.2	3	*	69	63.8
Davie	397	151.8	155.3	80.1	1	*	2	*	34	52.9	11	81.8	3	*	346	82.9
Winston-Salem Forsyth	3,328	150.2	152.4	68.8	7	71.4	29	72.4	1,237	45.4	115	45.2	54	77.4	1,886	85.3
C.G. Woodson**	23	138.2	140.3	17.4	0	*	0	*	21	19.0	0	*	0	*	0	*
Iredell-Statesville	1,362	149.1	151.1	65.4	3	*	30	66.7	253	35.2	32	68.8	9	55.6	1,035	72.6
American Renaissance**	9	150.6	143.1	77.8	0	*	0	*	0	*	0	*	0	*	9	77.8
Mooresville City	273	149.4	151.4	67.6	0	*	4	*	57	36.8	2	*	4	*	206	76.1
Stokes	573	148.1	151.2	64.7	1	*	1	*	29	20.7	7	42.9	10	30.0	525	68.0
Surry	672	149.8	153.0	72.3	1	*	2	*	23	65.2	42	54.8	1	*	603	74.1
Elkin City	81	153.5	155.2	86.4	0	*	0	*	5	40.0	3	*	0	*	73	89.0
Bridges**	17	144.5	143.8	47.1	0	*	0	*	3	*	0	*	0	*	14	50.0
Mount Airy City	159	150.4	153.3	69.8	0	*	6	66.7	19	42.1	6	33.3	0	*	128	75.8
Watauga	361	152.7	155.8	79.7	0	*	2	*	9	66.7	2	*	1	*	347	80.6
Wilkes	738	150.8	154.9	75.7	0	*	0	*	41	63.4	16	56.3	3	*	678	76.8
UCAN**	17	144.9	141.1	35.3	2	*	0	*	0	*	0	*	0	*	15	26.7
ABCS**	8	146.1	144.3	62.5	0	*	0	*	0	*	2	*	0	*	6	83.3
Yadkin	466	149.6	152.7	72.0	3	*	0	*	16	56.3	32	37.5	4	*	411	75.8

Notes: [1] "Number Tested" is the number of students who took the end-of-grade tests in reading. *Data are not reported where number tested is fewer than five.
[2] The standard for grade-level proficiency is a test score at level III or above in end-of-grade tests in both reading and mathematics.
The ethnic categories may not sum to the "Total Number Tested" because students may not have coded in an ethnic category.
** Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the Appendix.
Data received from LEAs after October 15, 1999 are not included in this table.

Table 51c. 1998-99 End-of-Grade Multiple-Choice Test Results for LEAs
Grade 4 Reading and Mathematics
Southwest Region

	Total				American Indian		Asian		Black		Hispanic		Multi-Racial		White	
	Number Tested[1]	Reading Mean Scale Score	Mathematics Mean Scale Score	Percent Proficient[2]	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient
State	**97,911**	**149.5**	**152.2**	**68.2**	**1,349**	**56.5**	**1,532**	**73.1**	**29,257**	**47.8**	**2,650**	**55.0**	**974**	**69.8**	**62,124**	**78.5**
Southwest Region	**21,451**	**149.1**	**151.9**	**66.3**	**176**	**55.1**	**444**	**71.3**	**6,534**	**43.8**	**564**	**52.9**	**129**	**68.8**	**13,600**	**77.5**
Anson	347	145.3	149.9	48.7	0	*	1	*	214	40.2	0	*	2	*	130	62.3
Cabarrus	1,414	152.1	155.1	79.3	4	*	10	100.0	177	57.1	32	53.1	11	50.0	1,180	83.5
Kannapolis City	296	149.2	152.7	69.6	0	*	4	*	84	59.5	10	90.0	0	*	198	72.7
Cleveland	758	148.7	152.4	64.9	0	*	1	*	186	42.5	6	50.0	4	*	561	72.3
Kings Mountain City	394	151.0	155.8	78.1	0	*	7	85.7	73	66.7	2	*	10	50.0	302	81.5
Shelby City	261	147.0	149.5	52.1	0	*	2	*	152	37.5	4	*	4	*	99	74.7
Gaston	2,362	148.6	151.4	65.7	4	*	34	79.4	492	44.3	29	72.4	7	57.1	1,795	71.1
Hoke	489	146.8	149.7	57.1	57	47.4	3	*	220	43.1	14	57.1	6	100.0	189	75.1
Lincoln	817	148.5	152.7	65.4	1	*	2	*	77	27.3	25	66.7	4	*	708	69.6
Lincoln Charter**	21	149.4	148.1	66.7	0	*	0	*	2	*	1	*	0	*	18	77.8
Charlotte/Mecklenburg	7,802	149.2	151.2	64.3	23	56.5	298	72.4	3,284	42.8	243	51.7	33	81.8	3,919	82.2
Community Charter**	13	144.2	140.1	38.5	0	*	0	*	9	11.1	0	*	0	*	4	*
Montgomery	340	146.1	149.9	54.4	0	*	11	72.7	105	38.5	55	46.3	2	*	167	65.3
Moore	866	149.8	153.1	70.1	11	45.5	4	*	226	46.9	29	55.2	8	87.5	587	79.7
Richmond	659	147.8	149.9	61.5	9	66.7	4	*	272	48.2	10	60.0	3	*	361	71.3
Rowan-Salisbury	1,542	148.9	153.1	68.4	7	57.1	13	50.0	291	50.9	37	43.2	13	69.2	1,181	73.7
Scotland	511	14[illegible]3	149.6	54.7	54	55.6	2	*	237	42.8	3	*	2	*	213	67.3
Stanly	800	150.8	152.8	73.6	1	*	40	47.5	114	42.5	10	30.0	8	62.5	627	81.6
Union	1,759	150.4	153.2	71.8	5	80.0	8	87.5	319	37.9	54	53.7	12	33.3	1,361	80.6

Notes: [1] "Number Tested" is the number of students who took the end-of-grade tests in reading. *Data are not reported where number tested is fewer than five.
[2] The standard for grade-level proficiency is a test score at level III or above in end-of-grade tests in both reading and mathematics.
The ethnic categories may not sum to the "Total Number Tested" because students may not have coded in an ethnic category.
** Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the Appendix.
Data received from LEAs after October 15, 1999 are not included in this table.

Table 51d. 1998-99 End-of-Grade Multiple-Choice Test Results for LEAs
Grade 4 Reading and Mathematics
Northeast Region

	Total				American Indian		Asian		Black		Hispanic		Multi-Racial		White	
	Number Tested[1]	Reading Mean Scale Score	Mathematics Mean Scale Score	Percent Proficient[2]	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient
State	**97,911**	**149.5**	**152.2**	**68.2**	**1,349**	**56.5**	**1,532**	**73.1**	**29,257**	**47.8**	**2,650**	**55.0**	**974**	**69.8**	**62,124**	**78.5**
Northeast Region	**6,677**	**147.5**	**150.2**	**60.1**	**43**	**65.1**	**25**	**76.0**	**3,438**	**46.2**	**66**	**56.1**	**37**	**78.4**	**3,068**	**75.2**
Beaufort	532	147.9	151.4	62.1	0	*	2	*	230	42.8	5	20.0	4	*	291	77.7
Bertie	305	143.8	148.3	46.9	0	*	0	*	246	41.1	2	*	1	*	56	69.6
Camden	98	149.4	153.7	67.3	0	*	0	*	26	42.3	0	*	0	*	72	76.4
Edenton/Chowan	207	145.7	147.9	53.1	0	*	1	*	94	38.3	2	*	2	*	108	65.7
Currituck	258	151.0	154.8	76.0	0	*	1	*	31	64.5	3	*	3	*	220	76.8
Dare	368	152.2	154.6	81.1	0	*	0	*	17	41.2	6	100.0	3	*	342	82.9
Edgecombe	569	146.6	149.0	57.2	0	*	0	*	339	46.7	8	62.5	0	*	222	73.0
Gates	174	149.2	151.3	63.8	0	*	1	*	77	50.6	0	*	0	*	96	75.0
Halifax	465	147.4	150.6	65.1	36	66.7	0	*	400	64.2	2	*	1	*	26	80.8
Roanoke Rapids City	257	149.9	153.8	69.3	2	*	1	*	44	43.2	0	*	2	*	208	75.0
Weldon City	76	143.1	146.4	38.2	0	*	0	*	69	37.7	0	*	0	*	7	42.9
Hertford	285	144.6	146.3	45.1	2	*	0	*	226	40.0	1	*	1	*	55	63.6
Hyde	64	145.1	148.4	50.0	0	*	0	*	38	31.6	2	*	0	*	24	79.2
Martin	405	145.5	146.5	48.4	0	*	1	*	228	36.4	3	*	0	*	173	64.2
Northampton	259	146.2	149.5	56.2	0	*	0	*	202	50.2	1	*	1	*	55	80.0
Elizabeth City/Pasquotank	473	147.4	150.0	60.9	1	*	3	*	227	47.6	4	*	4	*	234	72.6
Perquimans	138	147.4	149.4	63.8	0	*	0	*	57	49.1	0	*	1	*	80	73.8
Pitt	1,517	148.1	150.5	61.4	2	*	14	71.4	757	46.0	25	44.0	12	83.3	707	77.8
Tyrrell	53	151.4	153.8	75.5	0	*	0	*	19	47.4	1	*	0	*	33	90.9
Washington	174	143.4	145.2	41.0	0	*	1	*	111	32.7	1	*	2	*	59	54.2

Notes: [1] "Number Tested" is the number of students who took the end-of-grade tests in reading. *Data are not reported where number tested is fewer than five.
[2] The standard for grade-level proficiency is a test score at level III or above in end-of-grade tests in both reading and mathematics.
The ethnic categories may not sum to the "Total Number Tested" because students may not have coded in an ethnic category.
** Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the Appendix.
Data received from LEAs after October 15, 1999 are not included in this table.

Table 51e. 1998-99 End-of-Grade Multiple-Choice Test Results for LEAs
Grade 4 Reading and Mathematics
Southeast Region

	Total				American Indian		Asian		Black		Hispanic		Multi-Racial		White	
	Number Tested[1]	Reading Mean Scale Score	Mathematics Mean Scale Score	Percent Proficient[2]	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient
State	**97,911**	**149.5**	**152.2**	**68.2**	**1,349**	**56.5**	**1,532**	**73.1**	**29,457**	**47.8**	**2,650**	**55.0**	**974**	**69.8**	**62,124**	**78.5**
Southeast Region	**17,399**	**148.9**	**151.8**	**67.3**	**882**	**53.4**	**137**	**83.9**	**6,368**	**52.8**	**590**	**60.2**	**226**	**69.3**	**9,192**	**78.7**
Bladen	446	146.1	148.3	56.5	4	*	1	*	221	44.8	5	60.0	0	*	215	68.4
Brunswick	800	148.7	151.2	65.9	9	66.7	0	*	187	50.5	9	44.4	11	45.5	584	71.5
Carteret	615	150.2	153.3	73.0	3	*	2	*	60	41.7	3	*	11	45.5	536	77.3
Tiller School**	20	155.6	154.1	85.0	0	*	0	*	0	*	0	*	0	*	20	85.0
Columbus	503	147.0	150.4	61.0	32	56.3	0	*	197	46.2	6	0.0	2	*	266	74.4
Whiteville City	207	150.9	153.9	74.4	1	*	0	*	95	61.1	2	*	2	*	107	86.9
Craven	1,126	151.0	153.2	75.2	4	*	9	66.7	383	59.3	26	69.2	12	75.0	692	84.4
Cumberland	4,013	148.8	151.7	66.5	68	57.4	58	86.2	1,851	54.5	197	67.5	61	80.3	1,776	78.1
Duplin	620	149.4	153.6	72.8	0	*	1	*	222	60.5	77	61.0	0	*	320	84.1
Greene	204	147.6	149.7	58.1	0	*	1	*	109	45.9	11	36.4	0	*	81	77.5
Jones	140	148.9	153.5	72.1	1	*	0	*	76	68.4	2	*	0	*	61	77.0
Lenoir	753	148.7	150.6	65.7	0	*	0	*	375	51.6	25	72.0	1	*	352	80.1
Children's Village**	13	144.7	151.1	46.2	0	*	0	*	13	46.2	0	*	0	*	0	*
New Hanover	1,628	150.6	154.0	72.2	5	60.0	14	85.7	465	46.2	17	52.9	28	53.6	1,099	83.8
Onslow	1,642	150.2	152.9	73.3	21	66.7	34	76.5	378	59.0	58	60.3	57	80.4	1,094	78.6
Phase Academy**	18	141.6	141.2	38.9	0	*	0	*	16	37.5	0	*	0	*	2	*
Pamlico	132	150.8	154.7	77.3	0	*	1	*	37	56.8	2	*	1	*	91	84.6
Arapahoe**	38	149.4	157.4	68.4	0	*	0	*	10	40.0	1	*	0	*	27	81.5
Pender	470	149.4	152.1	70.9	2	*	0	*	143	51.0	8	50.0	1		316	80.3
Robeson	1,751	145.6	148.9	53.2	713	51.8	1	*	589	46.2	31	45.2	12		405	66.8
Sampson	592	147.7	150.5	63.9	10	50.0	1	*	200	51.0	52	48.1	3	*	326	74.5
Clinton City	199	148.6	151.0	68.3	8	75.0	1	*	107	56.1	7	85.7	2	*	74	83.8
Wayne	1,451	149.8	152.0	69.4	1	*	13	92.3	620	55.5	51	56.9	21	71.4	745	81.3
Bright Horizons**	18	144.4	146.9	50.0	0	*	0	*	14	42.9	0	*	1	*	3	*

Notes: [1] "Number Tested" is the number of students who took the end-of-grade tests in reading. *Data are not reported where number tested is fewer than five.

[2] The standard for grade-level proficiency is a test score at level III or above in end-of-grade tests in both reading and mathematics.

The ethnic categories may not sum to the "Total Number Tested" because students may not have coded in an ethnic category.

** Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the Appendix.

Data received from LEAs after October 15, 1999 are not included in this table.

Table 51f. 1998-99 End-of-Grade Multiple-Choice Test Results for LEAs
Grade 4 Reading and Mathematics
Central Region

	Total				American Indian		Asian		Black		Hispanic		Multi-Racial		White	
	Number Tested[1]	Reading Mean Scale Score	Mathematics Mean Scale Score	Percent Proficient[2]	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient
State	**97,911**	**149.5**	**152.2**	**68.2**	**1,349**	**56.5**	**1,532**	**73.1**	**29,257**	**47.8**	**2,650**	**55.0**	**974**	**69.8**	**62,124**	**78.5**
Central Region	**29,784**	**149.8**	**152.4**	**69.0**	**129**	**65.6**	**577**	**80.9**	**10,015**	**48.4**	**894**	**52.9**	**360**	**73.9**	**17,795**	**80.9**
Alamance-Burlington	1,614	148.3	152.3	64.4	3	*	22	81.8	449	44.1	73	38.4	14	57.1	1,053	74.5
River Mill Charter**	22	146.6	145.1	40.9	0	*	0	*	0	*	0	*	1	*	21	42.9
Caswell	292	145.7	148.5	52.4	0	*	0	*	133	41.4	2	*	0	*	157	61.1
Chatham	594	149.3	152.1	68.5	4	*	0	*	149	45.9	39	51.3	8	75.0	394	78.4
Chatham Charter**	17	143.9	147.1	41.2	0	*	1	*	0	*	0	*	0	*	16	43.8
Durham	2,352	147.9	149.6	58.3	4	*	38	81.6	1,409	43.3	66	48.5	41	61.0	793	84.5
Maureen Joy**	27	138.6	141.2	18.5	0	*	0	*	26	15.4	0	*	0	*	1	*
Carter Community**	12	135.5	133.3	0.0	0	*	0	*	12	0.0	0	*	0	*	0	*
Turning Point**	11	143.1	143.5	27.3	0	*	0	*	10	20.0	0	*	1	*	0	*
Franklin	559	148.5	151.2	67.3	0	*	4	*	232	52.2	14	42.9	3	*	306	80.3
Granville	630	148.7	151.3	66.3	0	*	4	*	231	48.3	11	54.5	5	*	381	77.4
Guilford	4,950	149.1	151.2	65.2	42	65.9	142	65.5	1,998	45.9	81	55.6	108	77.8	2,579	79.8
Harnett	1,270	148.0	150.6	61.6	9	44.4	9	77.8	401	46.6	45	42.2	23	65.2	783	70.3
Johnston	1,499	151.2	154.5	78.2	6	50.0	7	85.7	306	57.4	82	65.9	15	60.0	1,083	85.4
Lee	711	147.6	149.9	59.8	2	*	8	75.0	[illegible]6	40.7	84	44.0	2	*	399	73.2
Nash-Rocky Mount	1,316	149.1	152.2	67.2	5	40.0	8	62.5	[illegible]7	56.5	35	48.6	5	60.0	595	80.7
Charter Public**	83	145.9	140.9	37.3	0	*	0	*	63	28.6	2	*	0	*	18	66.7
Orange	501	150.0	152.8	71.6	1	*	1	*	122	50.4	9	66.7	11	63.6	357	79.0
Orange Co. Charter**	19	150.9	151.9	73.7	1	*	0	*	1	*	1	*	0	*	16	68.8
Chapel Hill-Carrboro City	680	155.4	158.3	85.3	3	*	54	100.0	118	50.0	15	66.7	8	87.5	482	92.9
Village Charter**	19	152.8	154.4	84.2	0	*	0	*	7	71.4	0	*	2	*	10	90.0
Person	469	149.5	152.1	71.9	3	*	1	*	187	56.1	9	77.8	2	*	267	83.1
Randolph	1,390	149.2	152.4	70.2	7	85.7	6	66.7	63	47.6	32	56.3	12	58.3	1,268	71.8
Asheboro City	347	148.1	150.8	62.0	1	*	5	80.0	46	30.4	39	33.3	6	50.0	249	72.3
Rockingham	1,161	148.4	150.4	63.1	2	*	1	*	299	45.0	25	48.0	15	86.7	819	69.8
Vance	639	145.2	148.4	50.6	1	*	3	*	412	43.6	13	46.2	6	33.3	204	65.7
Wake	7,406	152.3	155.0	78.3	21	81.0	249	88.4	1,849	50.3	183	60.7	66	87.9	5,029	88.6
Magellan**	64	158.4	160.7	93.8	0	*	6	83.3	7	85.7	2	*	2	*	47	95.7
Sterling Montessori**	22	151.5	144.3	63.6	0	*	1	*	1	*	1	*	0	*	19	57.9
Franklin Academy**	22	146.4	147.8	50.0	0	*	0	*	2	*	0	*	0	*	20	55.0
East Wake Academy**	29	151.3	153.0	79.3	0	*	0	*	5	80.0	0	*	0	*	24	79.2
Sparc Academy**	21	139.2	135.5	28.6	0	*	0	*	21	28.6	0	*	0	*	0	*
Warren	255	146.2	148.3	54.5	12	66.7	0	*	196	49.0	1	*	2	*	44	75.0
Wilson	754	151.4	154.2	81.9	2	*	7	71.4	352	75.1	29	65.5	3	*	361	90.0
S.B. Howard**	27	147.7	148.2	70.4	0	*	0	*	25	72.0	1	*	1	*	0	*

Notes: [1] "Number Tested" is the number of students who took the end-of-grade tests in reading. *Data are not reported where number tested is fewer than five.
[2] The standard for grade-level proficiency is a test score at level III or above in end-of-grade tests in both reading and mathematics.
The ethnic categories may not sum to the "Total Number Tested" because students may not have coded in an ethnic category.
** Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the Appendix.
Data received from LEAs after October 15, 1999 are not included in this table.

Table 52a. 1998-99 End-of-Grade Multiple-Choice Test Results for LEAs
Grade 5 Reading and Mathematics
Western Region

	Total				American Indian		Asian		Black		Hispanic		Multi-Racial		White	
	Number Tested [1]	Reading Mean Scale Score	Mathematics Mean Scale Score	Percent Proficient [2]	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient
State	**94,801**	**154.3**	**159.2**	**71.5**	**1,308**	**53.5**	**1,521**	**76.6**	**27,630**	**52.4**	**2,540**	**59.0**	**864**	**73.4**	**60,906**	**80.9**
Western Region	**7,309**	**155.6**	**160.8**	**78.1**	**93**	**66.7**	**33**	**81.8**	**465**	**49.2**	**106**	**62.3**	**67**	**73.1**	**6,545**	**80.5**
Buncombe	1,979	156.3	161.1	80.1	11	81.8	13	92.3	108	55.6	30	70.0	18	77.8	1,799	81.6
Asheville City	287	154.9	158.5	67.1	0	*	1	*	110	34.9	3	*	9	66.7	164	87.8
Francine Delany**	13	152.3	155.6	61.5	0	*	0	*	6	50.0	0	*	0	*	7	71.4
Cherokee	271	156.9	162.0	84.5	2	*	2	*	3	*	0	*	0	*	264	84.8
The Learning Center**	13	148.3	156.8	40.0	0	*	0	*	1	*	0	*	0	*	12	40.0
Clay	92	157.2	162.2	82.6	1	*	0	*	1	*	1	*	1	*	88	83.0
Graham	86	152.8	158.1	66.3	15	46.7	0	*	0	*	0	*	0	*	71	70.4
Haywood	618	155.7	160.8	77.3	4	*	1	*	5	60.0	5	40.0	4	*	599	77.6
Henderson	874	155.6	160.5	77.1	3	*	4	*	38	31.6	44	52.3	12	83.3	773	80.7
Jackson	235	154.9	159.8	74.5	15	73.3	1	*	4	*	0	*	3	*	212	75.9
Summit Charter**	19	155.1	158.9	72.2	0	*	0	*	0	*	0	*	0	*	19	72.2
Macon	309	155.4	161.6	80.3	1	*	2	*	5	60.0	1	*	0	*	300	80.7
Madison	187	155.9	162.4	80.2	0	*	0	*	1	*	1	*	0	*	185	80.5
McDo	504	154.7	159.7	77.6	2	*	5	60.0	21	52.4	3	*	2	*	471	79.0
Mitchell	208	154.3	156.8	73.4	0	*	3	*	2	*	3	*	2	*	201	75.0
Polk	181	155.7	161.3	78.9	1	*	1	*	8	50.0	6	83.3	2	*	163	80.2
Rutherford	790	153.8	160.5	73.2	0	*	1	*	138	56.5	4	*	10	70.0	637	76.9
Swain	145	155.6	161.0	75.9	37	59.5	0	*	1	*	1	*	0	*	106	81.1
Transylvania	292	158.6	164.9	91.4	0	*	1	*	8	75.0	3	*	4	*	276	91.7
Brevard Academy**	15	157.9	160.5	100.0	0	*	1	*	1	*	0	*	0	*	13	100.0
Yancey	191	155.8	160.8	80.6	1	*	0	*	4	*	1	*	0	*	185	81.1

Notes: [1] "Number Tested" is the number of students who took the end-of-grade tests in reading. *Data are not reported where number tested is fewer than five.
[2] The standard for grade-level proficiency is a test score at level III or above in end-of-grade tests in both reading and mathematics.
The ethnic categories may not sum to the "Total Number Tested" because students may not have coded in an ethnic category.
** Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the Appendix.
Data received from LEAs after October 15, 1999 are not included in this table.

Table 52b. 1998-99 End-of-Grade Multiple-Choice Test Results for LEAs
Grade 5 Reading and Mathematics
Northwest Region

	Total				American Indian		Asian		Black		Hispanic		Multi-Racial		White	
	Number Tested[1]	Reading Mean Scale Score	Mathematics Mean Scale Score	Percent Proficient[2]	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient
State	**94,801**	**154.3**	**159.2**	**71.5**	**1,308**	**53.5**	**1,521**	**76.6**	**27,630**	**52.4**	**2,540**	**59.0**	**864**	**73.4**	**60,906**	**80.9**
Northwest Region	**14,668**	**154.7**	**159.9**	**73.4**	**23**	**73.9**	**294**	**61.6**	**2,251**	**51.8**	**376**	**52.9**	**101**	**76.0**	**11,621**	**78.6**
Alexander	390	154.5	158.9	73.1	0	*	14	35.7	28	48.1	10	20.0	0	*	338	78.3
Alleghany	104	155.2	163.0	81.6	0	*	0	*	1	*	1	*	0	*	102	81.2
Ashe	226	155.8	163.0	81.9	0	*	0	*	2	*	1	*	1	*	222	82.4
Avery	176	156.4	162.4	81.5	0	*	0	*	1	*	1	*	0	*	174	81.9
Grandfather Academy**	3	*	*	*	0	*	0	*	1	*	0	*	0	*	2	*
Burke	1,171	154.8	160.2	75.5	1	*	94	61.7	92	59.3	26	69.2	6	66.7	952	78.6
Caldwell	974	154.7	160.3	75.6	1	*	4	*	77	51.9	5	80.0	4	*	883	77.7
Catawba	1,225	153.7	159.2	69.6	1	*	59	57.6	90	48.9	32	75.0	4	*	1,039	71.9
Englemann**	12	151.6	149.1	41.7	0	*	0	*	5	40.0	0	*	1	*	5	40.0
Hickory City	329	154.0	158.9	69.4	0	*	18	44.4	87	46.0	12	41.7	4	*	208	83.5
Newton Conover City	194	155.0	161.2	75.8	0	*	13	53.8	36	52.8	12	75.0	2	*	131	84.0
Davidson	1,436	155.1	160.8	76.6	5	60.0	6	66.7	21	42.9	10	80.0	8	50.0	1,386	77.3
Lexington City	219	151.6	157.5	58.9	1	*	11	54.5	99	56.6	20	55.0	3	*	85	62.4
Thomasville City	168	150.2	153.7	51.8	0	*	1	*	86	39.5	11	54.5	5	80.0	65	64.6
Davie	408	155.8	161.7	80.1	0	*	1	*	47	59.6	5	80.0	1	*	354	82.8
Winston-Salem/Forsyth	3,184	155.1	159.8	73.6	6	83.3	23	87.0	1,159	54.5	101	41.6	38	86.5	1,857	86.7
C.G. Woodson**	17	147.2	149.2	41.2	0	*	0	*	17	41.2	0	*	0	*	0	*
Iredell-Statesville	1,191	153.0	157.7	67.0	3	*	27	77.8	231	41.6	28	57.1	5	80.0	897	73.4
American Renaissance**	9	155.6	149.1	55.6	0	*	0	*	2	*	0	*	0	*	7	71.4
Mooresville City	286	155.4	159.7	79.3	0	*	12	75.0	44	47.7	4	*	1	*	225	85.7
Stokes	554	153.4	158.5	67.3	2	*	1	*	22	31.8	10	60.0	6	33.3	513	69.5
Surry	636	155.4	161.9	76.9	1	*	2	*	18	66.7	46	41.3	2	*	567	80.2
Elkin City	68	155.4	158.3	72.7	0	*	0	*	6	16.7	1	*	0	*	61	79.7
Bridges**	5	146.4	148.2	20.0	0	*	0	*	1	*	0	*	0	*	4	*
Mount Airy City	157	156.3	164.4	82.8	0	*	5	40.0	18	72.2	1	*	0	*	133	85.7
Watauga	352	157.0	163.2	84.7	1	*	2	*	8	50.0	0	*	2	*	339	85.5
Wilkes	714	155.4	161.4	77.0	0	*	0	*	32	71.9	12	58.3	5	100.0	664	77.4
UCAN**	13	146.7	148.9	23.1	0	*	0	*	1	*	0	*	1	*	11	18.2
ABCS**	9	147.3	147.0	11.1	0	*	0	*	1	*	2	*	0	*	6	16.7
Yadkin	438	154.1	158.4	69.3	1	*	1	*	18	44.4	25	48.0	2	*	391	72.1

Notes: [1] "Number Tested" is the number of students who took the end-of-grade tests in reading. *Data are not reported where number tested is fewer than five.
[2] The standard for grade-level proficiency is a test score at level III or above in end-of-grade tests in both reading and mathematics.
The ethnic categories may not sum to the "Total Number Tested" because students may not have coded in an ethnic category.
** Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the Appendix.
Data received from LEAs after October 15, 1999 are not included in this table.

Table 52c. 1998-99 End-of-Grade Multiple-Choice Test Results for LEAs
Grade 5 Reading and Mathematics
Southwest Region

	Total				American Indian		Asian		Black		Hispanic		Multi-Racial		White	
	Number Tested [1]	Reading Mean Scale Score	Mathematics Mean Scale Score	Percent Proficient [2]	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient
State	**94,801**	**154.3**	**159.2**	**71.5**	**1,308**	**53.5**	**1,521**	**76.6**	**27,630**	**52.4**	**2,540**	**59.0**	**864**	**73.4**	**60,906**	**80.9**
Southwest Region	**20,540**	**153.8**	**158.9**	**69.0**	**190**	**56.8**	**458**	**71.2**	**6,099**	**47.2**	**527**	**55.0**	**106**	**63.8**	**13,157**	**79.8**
Anson	352	150.2	156.2	55.6	1	*	6	66.7	195	42.3	0	*	2	*	148	72.3
Cabarrus	1,429	155.9	160.9	79.3	2	*	15	86.7	190	55.0	35	51.4	10	90.0	1,177	83.8
Kannapolis City	268	153.0	157.7	69.7	0	*	3	*	75	53.3	16	43.8	4	*	170	79.5
Cleveland	732	152.3	159.0	63.5	1	*	1	*	168	44.3	2	*	7	71.4	553	69.3
Kings Mountain City	329	154.0	162.2	77.7	0	*	8	87.5	67	60.6	2	*	4	*	248	82.7
Shelby City	245	152.5	159.4	60.4	0	*	4	*	140	42.1	3	*	2	*	96	86.5
Gaston	2,362	153.3	158.8	68.1	4	*	31	80.6	449	47.0	25	68.0	11	50.0	1,841	73.2
Hoke	435	152.2	156.4	60.6	57	50.9	4	*	223	50.0	16	50.0	6	83.3	129	82.2
Lincoln	787	153.1	160.2	66.9	3	*	4	*	81	35.8	44	51.2	3	*	652	71.9
Lincoln Charter**	23	158.4	162.2	82.6	0	*	0	*	2	*	1	*	0	*	20	85.0
Charlotte/Mecklenburg	7,325	153.8	158.3	67.2	30	60.0	302	71.9	3,071	46.5	223	61.9	26	53.8	3,673	84.6
Community Charter**	9	147.7	148.7	33.3	0	*	0	*	8	25.0	0	*	0	*	1	*
Lake Norman**	109	157.6	162.8	87.0	0	*	1	*	1	*	1	*	1	*	104	88.3
Montgomery	315	151.3	157.3	58.7	1	*	9	44.4	86	40.7	30	33.3	0	*	189	72.0
Moore	854	153.2	157.6	64.6	7	28.6	2	*	220	37.4	24	45.8	8	75.0	593	75.5
MAST**	13	155.6	153.4	61.5	0	*	0	*	5	20.0	0	*	0	*	8	87.5
Richmond	591	152.7	157.2	66.0	12	66.7	4	*	223	53.2	7	28.6	2	*	343	75.7
Rowan-Salisbury	1,444	154.1	159.8	71.2	4	*	16	56.3	304	49.2	33	51.5	3	*	1,084	78.1
Scotland	510	151.8	156.7	62.4	64	62.5	3	*	196	52.6	4	*	3	*	240	71.3
Stanly	763	155.4	160.9	77.9	2	*	31	64.5	108	58.3	12	66.7	7	85.7	602	82.1
Union	1,645	155.5	160.9	77.7	2	*	14	78.6	287	49.5	49	45.8	7	42.9	1,286	85.5

Notes: [1] "Number Tested" is the number of students who took the end-of-grade tests in reading. *Data are not reported where number tested is fewer than five.

[2] The standard for grade-level proficiency is a test score at level III or above in end-of-grade tests in both reading and mathematics.

The ethnic categories may not sum to the "Total Number Tested" because students may not have coded in an ethnic category.

** Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the Appendix.

Data received from LEAs after October 15, 1999 are not included in this table.

Table 52d. 1998-99 End-of-Grade Multiple-Choice Test Results for LEAs
Grade 5 Reading and Mathematics
Northeast Region

	Total				American Indian		Asian		Black		Hispanic		Multi-Racial		White	
	Number Tested[1]	Reading Mean Scale Score	Mathematics Mean Scale Score	Percent Proficient[2]	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient
State	**94,801**	**154.3**	**159.2**	**71.5**	**1,308**	**53.5**	**1,521**	**76.6**	**27,630**	**52.4**	**2,540**	**59.0**	**864**	**73.4**	**60,906**	**80.9**
Northeast Region	**6,651**	**152.3**	**157.2**	**63.2**	**37**	**70.3**	**28**	**89.3**	**3,357**	**49.3**	**68**	**48.5**	**31**	**80.6**	**3,129**	**77.8**
Beaufort	553	153.0	158.3	64.8	0	*	1	*	237	47.7	5	80.0	1	*	309	77.5
Bertie	300	148.8	154.9	48.8	1	*	0	*	234	42.9	2	*	0	*	63	71.4
Camden	95	158.1	160.3	86.3	1	*	0	*	18	72.2	0	*	1	*	75	90.7
Edenton/Chowan	188	151.4	155.9	54.8	0	*	1	*	91	39.6	0	*	2	*	94	68.1
Currituck	269	154.8	160.0	77.7	0	*	2	*	32	56.3	5	40.0	2	*	228	81.1
Dare	400	155.8	160.2	80.0	1	*	1	*	15	46.7	4	*	5	60.0	374	81.8
Edgecombe	619	149.2	154.0	48.3	0	*	0	*	364	37.3	15	20.0	1	*	239	67.2
Gates	153	154.6	158.1	70.2	0	*	1	*	51	66.7	0	*	0	*	101	71.7
Halifax	454	153.9	159.7	76.2	25	68.0	0	*	395	75.6	0	*	0	*	34	88.2
Roanoke Rapids City	223	153.4	159.2	68.6	2	*	4	*	42	47.6	1	*	0	*	174	73.6
Weldon City	76	148.4	155.8	43.4	0	*	1	*	73	45.2	0	*	0	*	2	*
Hertford	288	149.7	153.7	48.6	1	*	0	*	226	41.5	1	*	0	*	60	75.0
Hyde	47	152.6	157.5	59.6	0	*	0	*	20	45.0	0	*	0	*	27	70.4
Martin	368	151.8	154.9	57.9	0	*	1	*	208	41.3	4	*	2	*	153	79.1
Northampton	240	151.0	157.1	61.3	0	*	0	*	189	58.7	1	*	2	*	48	68.8
Elizabeth City/Pasquotank	513	151.8	157.4	59.6	3	*	3	*	231	39.0	6	50.0	6	66.7	263	77.6
Perquimans	167	151.9	155.8	61.7	0	*	0	*	72	43.1	2	*	0	*	93	76.3
Pitt	1,461	153.4	158.4	68.2	3	*	13	100.0	698	51.9	20	55.0	8	87.5	719	83.3
Tyrrell	56	150.7	153.9	55.4	0	*	0	*	28	35.7	0	*	0	*	28	75.0
Washington	181	149.3	152.3	44.2	0	*	0	*	133	40.6	2	*	1	*	45	53.3

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Notes: [1] "Number Tested" is the number of students who took the end-of-grade tests in reading. *Data are not reported where number tested is fewer than five.

[2] The standard for grade-level proficiency is a test score at level III or above in end-of-grade tests in both reading and mathematics.

The ethnic categories may not sum to the "Total Number Tested" because students may not have coded in an ethnic category.

** Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the Appendix.

Data received from LEAs after October 15, 1999 are not included in this table.

Table 52e. 1998-99 End-of-Grade Multiple-Choice Test Results for LEAs
Grade 5 Reading and Mathematics
Southeast Region

	Total				American Indian		Asian		Black		Hispanic		Multi-Racial		White	
	Number Tested[1]	Reading Mean Scale Score	Mathematics Mean Scale Score	Percent Proficient[2]	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient
State	**94,801**	**154.3**	**159.2**	**71.5**	**1,308**	**53.5**	**1,521**	**76.6**	**27,630**	**52.4**	**2,540**	**59.0**	**864**	**73.4**	**60,906**	**80.9**
Southeast Region	**16,932**	**153.8**	**158.6**	**70.5**	**860**	**48.0**	**139**	**84.2**	**5,958**	**57.8**	**545**	**69.2**	**221**	**77.8**	**9,200**	**80.5**
Bladen	400	151.8	155.9	61.4	4	•	1	•	204	48.3	7	71.4	0	•	184	76.1
Brunswick	702	153.5	158.2	69.5	5	80.0	2	•	163	44.8	9	55.6	2	•	521	77.2
Carteret	625	154.5	159.6	73.8	1	•	9	100.0	67	43.3	5	60.0	7	71.4	534	77.2
Tiller School**	5	153.4	161.8	60.0	0	•	0	•	0	•	0	•	0	•	5	60.0
Columbus	521	151.9	156.9	62.2	30	46.7	1	•	202	51.5	7	57.1	2	•	279	71.7
Whiteville City	207	156.5	163.0	83.6	0	•	1	•	74	71.6	3	•	3	•	126	89.7
Craven	1,079	154.8	159.3	74.6	3	•	4	•	388	59.2	19	52.6	19	94.7	646	83.9
Cumberland	3,882	154.4	158.8	73.1	64	51.6	61	86.9	1,688	63.5	192	79.7	70	68.6	1,800	81.9
Duplin	638	153.8	159.4	72.6	0	•	0	•	224	64.4	79	60.8	2	•	333	80.8
Greene	191	153.3	157.1	67.5	0	•	0	•	103	61.2	9	33.3	0	•	79	79.7
Jones	112	155.2	158.9	78.6	1	•	0	•	62	69.4	3	•	0	•	46	91.3
Lenoir	702	154.2	159.4	73.0	0	•	4	•	354	63.4	18	72.2	6	83.3	320	83.1
New Hanover	1,698	155.6	161.2	76.6	4	•	11	72.7	487	51.6	18	72.2	20	70.0	1,158	87.3
Onslow	1,617	155.3	160.0	76.7	15	60.0	34	79.4	376	68.6	53	81.1	45	88.9	1,094	79.0
Phase Academy**	19	151.7	152.2	52.6	0	•	0	•	14	57.1	0	•	2	•	3	•
Pamlico	131	154.7	160.5	75.6	0	•	0	•	47	59.6	0	•	0	•	84	84.5
Arapahoe**	31	153.5	164.2	77.4	0	•	0	•	5	80.0	0	•	0	•	26	76.9
Pender	488	153.6	158.8	70.4	2	•	2	•	146	48.3	11	63.6	4	•	323	79.8
Robeson	1,740	149.3	154.1	49.1	714	46.2	5	60.0	536	41.6	28	39.3	5	40.0	452	63.1
Sampson	586	153.4	158.2	73.7	9	66.7	1	•	166	63.3	31	67.7	4	•	375	78.9
Clinton City	189	153.8	158.7	70.9	4	•	0	•	104	59.6	4	•	2	•	75	88.0
Wayne	1,353	153.9	158.5	70.9	4	•	3	•	535	55.4	49	63.3	27	81.5	735	82.2
Bright Horizons**	16	147.4	145.4	25.0	0	•	0	•	13	15.4	0	•	1	•	2	•

Notes: [1] "Number Tested" is the number of students who took the end-of-grade tests in reading. •Data are not reported where number tested is fewer than five.
[2] The standard for grade-level proficiency is a test score at level III or above in end-of-grade tests in both reading and mathematics.
The ethnic categories may not sum to the "Total Number Tested" because students may not have coded in an ethnic category.
** Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the Appendix.
Data received from LEAs after October 15, 1999 are not included in this table.

Table 52f. 1998-99 End-of-Grade Multiple-Choice Test Results for LEAs
Grade 5 Reading and Mathematics
Central Region

	Total				American Indian		Asian		Black		Hispanic		Multi-Racial		White	
	Number Tested[1]	Reading Mean Scale Score	Mathematics Mean Scale Score	Percent Proficient[2]	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient
State	**94,801**	**154.3**	**159.2**	**71.5**	**1,308**	**53.5**	**1,521**	**76.6**	**27,630**	**52.4**	**2,540**	**59.0**	**864**	**73.4**	**60,906**	**80.9**
Central Region	**28,701**	**154.9**	**159.5**	**73.1**	**105**	**70.2**	**569**	**85.9**	**9,500**	**53.8**	**918**	**58.0**	**338**	**72.2**	**17,254**	**84.2**
Alamance-Burlington	1,557	153.3	158.8	67.4	3	*	17	82.4	426	48.3	65	50.8	12	66.7	1,034	75.9
River Mill Charter**	21	151.8	154.2	61.9	0	*	0	*	0	*	1	*	2	*	18	61.1
Caswell	269	152.1	156.8	61.3	0	*	0	*	108	49.1	4	*	3	*	154	70.1
Chatham	584	155.1	159.4	73.1	3	*	2	*	146	48.6	38	60.5	8	75.0	387	83.7
Chatham Charter**	16	153.5	162.3	68.8	1	*	0	*	2	*	0	*	0	*	13	69.2
Durham	2,157	153.7	157.5	67.7	4	*	37	89.2	1,260	55.8	62	54.8	32	75.0	760	87.2
Carter Community**	5	150.2	152.4	60.0	0	*	0	*	4	*	0	*	1	*	0	*
Turning Point**	23	144.8	145.8	34.8	0	*	0	*	23	34.8	0	*	0	*	0	*
Franklin	588	152.8	158.4	68.1	0	*	2	*	223	45.7	18	61.1	8	62.5	337	83.3
Granville	581	151.9	155.3	59.4	0	*	3	*	238	38.1	12	36.4	2	*	325	76.2
Guilford	4,672	154.5	158.5	70.6	27	73.1	164	74.1	1,824	52.2	84	67.9	90	82.2	2,483	83.6
Harnett	1,231	153.2	157.9	67.6	11	63.6	4	*	347	49.3	58	60.3	19	57.9	792	76.4
Johnston	1,472	155.7	160.4	79.1	5	60.0	5	100.0	296	60.1	83	57.8	11	54.5	1,072	86.2
Lee	705	153.9	159.9	73.6	1	*	7	85.7	196	59.2	91	52.7	7	71.4	403	85.1
Nash-Rocky Mount	1,351	153.4	159.0	68.4	5	40.0	15	86.7	729	56.3	32	43.8	12	83.3	558	85.1
Charter Public**	76	151.6	148.9	42.1	0	*	1	*	60	38.3	0	*	0	*	15	53.3
Orange	450	155.9	161.0	79.1	3	*	7	85.7	106	61.0	10	50.0	4	*	320	86.6
Orange Co. Charter**	20	156.0	159.5	75.0	0	*	0	*	0	*	0	*	0	*	20	75.0
Chapel Hill-Carrboro City	694	160.4	166.2	90.3	0	*	51	96.1	112	58.0	15	80.0	10	100.0	506	97.0
Village Charter**	11	156.2	160.3	81.8	0	*	0	*	2	*	0	*	0	*	9	88.9
Person	433	155.8	159.9	79.4	4	*	0	*	152	67.1	2	*	4	*	271	86.0
Randolph	1,291	153.8	159.5	71.9	7	57.1	8	87.5	60	58.3	45	53.3	8	87.5	1,163	73.2
Asheboro City	307	154.8	158.9	75.2	1	*	5	100.0	49	53.1	35	48.6	6	50.0	211	84.8
Rockingham	1,100	153.8	157.6	70.5	3	*	1	*	236	55.1	25	56.0	9	44.4	826	75.5
Vance	580	150.5	155.9	56.2	0	*	1	*	391	46.5	11	45.5	5	40.0	172	79.1
Wake	7,244	157.1	161.9	80.9	17	76.5	236	91.1	1,816	55.3	191	66.5	76	68.4	4,894	90.6
Magellan**	63	160.8	170.1	96.8	0	*	3	*	3	*	0	*	0	*	57	100.0
Sterling Montessori**	9	161.0	166.0	100.0	1	*	0	*	0	*	0	*	0	*	8	100.0
Franklin Academy**	20	155.3	158.8	80.0	0	*	0	*	1	*	0	*	0	*	19	78.9
East Wake Academy**	42	154.5	156.6	78.6	0	*	0	*	5	60.0	2	*	0	*	35	82.9
Sparc Academy**	18	145.9	144.6	11.1	0	*	0	*	18	11.1	0	*	0	*	0	*
Warren	255	152.4	156.7	64.7	9	77.8	0	*	199	65.8	2	*	1	*	44	56.8
Wilson	818	154.0	158.6	69.1	0	*	0	*	435	60.0	29	55.2	6	50.0	348	81.9
S.B. Howard**	38	148.0	150.4	36.8	0	*	0	*	33	36.4	3	*	2	*	0	*

Notes: [1] "Number Tested" is the number of students who took the end-of-grade tests in reading. *Data are not reported where number tested is fewer than five.

[2] The standard for grade-level proficiency is a test score at level III or above in end-of-grade tests in both reading and mathematics.

The ethnic categories may not sum to the "Total Number Tested" because students may not have coded in an ethnic category.

** Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the Appendix.

Data received from LEAs after October 15, 1999 are not included in this table.

Table 53a. 1998-99 End-of-Grade Multiple-Choice Test Results for LEAs
Grade 6 Reading and Mathematics
Western Region

	Total				American Indian		Asian		Black		Hispanic		Multi-Racial		White	
	Number Tested[1]	Reading Mean Scale Score	Mathematics Mean Scale Score	Percent Proficient[2]	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient
State	**93,589**	**156.7**	**164.8**	**68.3**	**1,400**	**54.0**	**1,418**	**74.8**	**27,571**	**48.0**	**2,470**	**54.4**	**721**	**69.0**	**59,986**	**78.4**
Western Region	**7,152**	**158.4**	**167.3**	**76.6**	**91**	**78.0**	**35**	**85.7**	**489**	**47.8**	**108**	**50.0**	**46**	**65.2**	**6,382**	**79.3**
Buncombe	1,964	158.7	168.3	78.0	10	60.0	13	92.3	96	50.5	30	63.3	20	60.0	1,794	80.0
Asheville City	302	156.8	162.8	64.8	0	*	1	*	146	41.4	7	71.4	0	*	148	87.2
Francine Delany**	21	161.9	169.0	95.2	0	*	0	*	5	80.0	0	*	0	*	16	100.0
Cherokee	267	159.7	166.2	77.9	4	*	0	*	6	66.7	3	*	2	*	252	78.2
The Learning Center**	8	157.0	167.0	75.0	0	*	0	*	0	*	0	*	0	*	8	75.0
Clay	90	157.7	165.3	69.7	0	*	0	*	1	*	0	*	2	*	87	70.9
Graham	96	158.1	169.2	81.3	16	81.3	0	*	0	*	0	*	0	*	80	81.3
Haywood	584	157.5	167.9	76.0	2	*	1	*	10	30.0	6	50.0	5	40.0	560	77.5
Henderson	838	159.0	167.6	78.8	4	*	4	*	47	40.4	34	41.2	10	80.0	739	83.2
Jackson	275	158.6	166.5	75.3	26	84.6	2	*	5	80.0	4	*	0	*	238	74.4
Summit Charter**	17	158.6	165.6	88.2	0	*	0	*	0	*	1	*	0	*	16	87.5
Macon	326	157.4	165.0	72.3	0	*	1	*	3	*	0	*	0	*	322	72.3
Madison	207	157.3	165.7	69.6	0	*	1	*	0	*	1	*	0	*	205	70.2
McDowell	437	159.1	167.8	80.7	1	*	9	88.9	26	69.2	2	*	1	*	398	81.1
Mitchell	177	157.9	165.9	72.3	0	*	0	*	0	*	3	*	0	*	174	73.0
Polk	168	159.1	166.7	77.4	1	*	0	*	8	50.0	5	40.0	0	*	154	79.9
Rutherford	737	156.4	165.5	68.7	1	*	1	*	118	44.1	10	20.0	1	*	606	74.3
Swain	119	159.0	168.3	84.0	25	80.0	0	*	1	*	0	*	1	*	92	84.8
Transylvania	300	161.1	170.9	89.0	1	*	2	*	14	78.6	2	*	2	*	279	89.6
Brevard Academy**	24	160.0	173.8	83.3	0	*	0	*	1	*	0	*	1	*	22	86.4
Yancey	195	160.0	168.0	85.6	0	*	0	*	2	*	0	*	1	*	192	85.4

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Notes: [1]"Number Tested" is the number of students who took the end-of-grade tests in reading. *Data are not reported where number tested is fewer than five.

[2] The standard for grade-level proficiency is a test score at level III or above in end-of-grade tests in both reading and mathematics.

The ethnic categories may not sum to the "Total Number Tested" because students may not have coded in an ethnic category.

** Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the Appendix.

Data received from LEAs after October 15, 1999 are not included in this table.

Table 53b. 1998-99 End-of-Grade Multiple-Choice Test Results for LEAs
Grade 6 Reading and Mathematics
Northwest Region

	Total				American Indian		Asian		Black		Hispanic		Multi-Racial		White	
	Number Tested[1]	Reading Mean Scale Score	Mathematics Mean Scale Score	Percent Proficient[2]	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient
State	**93,589**	**156.7**	**164.8**	**68.3**	**1,400**	**54.0**	**1,418**	**74.8**	**27,571**	**48.0**	**2,470**	**54.4**	**721**	**69.0**	**59,986**	**78.4**
Northwest Region	**14,616**	**157.2**	**165.7**	**71.0**	**21**	**61.9**	**301**	**63.8**	**2,196**	**46.3**	**388**	**49.4**	**98**	**61.2**	**11,611**	**76.7**
Alexander	417	158.0	165.9	73.4	1	*	12	66.7	21	71.4	4	*	0	*	379	73.6
Alleghany	92	159.0	168.0	82.6	1	*	0	*	0	*	1	*	0	*	90	83.3
Ashe	236	157.5	167.7	73.7	0	*	0	*	0	*	2	*	0	*	234	73.9
Avery	174	157.6	167.1	77.9	0	*	0	*	3	*	0	*	1	*	170	77.4
Grandfather Academy**	3	*	*	*	0	*	0	*	1	*	0	*	0	*	2	*
Burke	1,115	157.7	166.2	73.7	0	*	89	56.2	79	53.2	22	63.6	4	*	921	77.3
Caldwell	944	156.7	165.9	70.1	2	*	3	*	72	38.9	11	72.7	8	62.5	848	72.7
Catawba	1,188	158.0	166.9	74.6	1	*	70	64.3	78	52.6	29	41.4	3	*	1,007	78.1
Englemann**	7	148.3	156.6	28.6	0	*	0	*	4	*	0	*	0	*	3	*
Hickory City	322	155.8	164.5	63.6	0	*	29	55.2	87	40.7	11	18.2	6	33.3	189	78.8
Newton Conover City	201	157.0	167.9	72.5	1	*	12	58.3	33	50.0	16	87.5	1	*	138	77.5
Davidson	1,393	157.8	165.9	73.6	2	*	6	100.0	27	59.3	7	57.1	2	*	1,349	73.9
Lexington City	233	153.4	162.1	53.2	0	*	15	40.0	104	42.3	22	50.0	9	55.6	83	69.9
Thomasville City	154	153.7	162.5	57.5	0	*	1	*	71	45.7	7	71.4	2	*	73	67.1
Davie	422	156.5	164.7	68.2	1	*	2	*	41	46.3	11	45.5	0	*	367	71.4
Winston-Salem/Forsyth	2,955	157.0	164.9	68.2	7	71.4	27	88.9	1,047	46.7	128	44.1	35	68.6	1,710	82.6
Lift Academy**	7	144.6	148.4	14.3	0	*	0	*	7	14.3	0	*	0	*	0	*
Quality Education**	31	152.3	155.6	45.2	0	*	0	*	30	46.7	0	*	1	*	0	*
Downtown Middle**	177	158.3	165.3	75.1	0	*	0	*	68	55.9	4	*	2	*	103	87.4
C.G. Woodson**	17	150.5	155.4	41.2	0	*	0	*	16	43.8	1	*	0	*	0	*
Iredell-Statesville	1,246	156.0	165.2	68.0	1	*	18	61.1	228	39.9	24	58.3	6	50.0	969	75.2
Mooresville City	295	157.4	165.2	72.9	0	*	7	71.4	54	40.7	0	*	3	*	231	81.4
Stokes	574	155.4	163.7	65.2	1	*	0	*	33	42.4	6	50.0	2	*	532	66.7
Surry	579	158.1	168.6	77.5	0	*	2	*	18	64.7	26	34.6	1	*	532	80.3
Elkin City	77	161.2	166.2	81.8	0	*	0	*	2	*	1	*	0	*	74	82.4
Bridges**	14	149.1	151.5	21.4	0	*	0	*	2	*	0	*	0	*	12	25.0
Mount Airy City	139	159.0	168.9	80.4	0	*	3	*	17	58.8	3	*	0	*	116	83.5
Watauga	395	160.7	170.1	84.6	2	*	2	*	3	*	5	60.0	5	60.0	378	84.9
Wilkes	749	158.2	166.6	75.3	0	*	2	*	30	43.3	18	66.7	5	80.0	694	76.8
UCAN**	6	145.5	160.8	16.7	0	*	0	*	1	*	0	*	0	*	5	20.0
ABCS**	6	155.3	158.8	66.7	0	*	0	*	0	*	1	*	0	*	5	80.0
Yadkin	448	156.4	164.5	67.5	1	*	1	*	19	47.4	28	32.1	2	*	397	71.4

Notes: [1] "Number Tested" is the number of students who took the end-of-grade tests in reading. *Data are not reported where number tested is fewer than five.

[2] The standard for grade-level proficiency is a test score at level III or above in end-of-grade tests in both reading and mathematics.

The ethnic categories may not sum to the "Total Number Tested" because students may not have coded in an ethnic category.

** Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the Appendix.

Data received from LEAs after October 15, 1999 are not included in this table.

Table 53c. 1998-99 End-of-Grade Multiple-Choice Test Results for LEAs
Grade 6 Reading and Mathematics
Southwest Region

	Total				American Indian		Asian		Black		Hispanic		Multi-Racial		White	
	Number Tested[1]	Reading Mean Scale Score	Mathematics Mean Scale Score	Percent Proficient[2]	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient
State	**93,589**	**156.7**	**164.8**	**68.3**	**1,400**	**54.0**	**1,418**	**74.8**	**27,571**	**48.0**	**2,470**	**54.4**	**721**	**69.0**	**59,986**	**78.4**
Southwest Region	**20,284**	**156.1**	**164.5**	**65.9**	**176**	**57.7**	**419**	**69.9**	**6,044**	**43.2**	**496**	**47.9**	**78**	**66.7**	**13,064**	**77.1**
Anson	311	151.4	162.5	46.1	2	*	1	*	192	35.1	1	*	0	*	115	64.6
Cabarrus	1,349	158.4	167.4	76.6	7	71.4	13	76.9	171	52.0	35	45.7	8	50.0	1,115	81.5
Kannapolis City	324	154.0	163.9	61.6	0	*	4	*	104	44.7	12	58.3	3	*	201	70.1
Cleveland	707	155.0	167.2	62.4	0	*	1	*	152	37.3	3	*	0	*	551	69.6
Kings Mountain City	331	157.0	168.3	74.3	1	*	5	100.0	59	72.9	3	*	5	40.0	258	74.8
Shelby City	230	153.8	162.9	57.0	0	*	2	*	132	43.9	1	*	0	*	95	74.7
Gaston	2,302	155.7	165.6	66.3	2	*	27	77.8	402	44.9	27	63.0	5	80.0	1,839	70.9
Hoke	444	155.1	163.1	64.0	53	56.6	3	*	216	56.5	13	53.8	5	60.0	153	77.8
Lincoln	776	155.8	165.1	67.0	5	80.0	4	*	65	47.7	30	46.7	6	66.7	666	69.5
Lincoln Charter**	23	158.8	167.3	78.3	0	*	0	*	1	*	3	*	0	*	19	78.9
Charlotte/Mecklenburg	7,374	155.6	162.9	61.4	33	54.5	279	68.7	3,155	39.5	204	44.8	19	52.6	3,680	80.5
Kennedy Charter**	3	*	*	*	0	*	0	*	3	*	0	*	0	*	0	*
Lake Norman**	76	158.4	166.5	76.3	0	*	0	*	2	*	1	*	0	*	72	77.8
Montgomery	315	154.2	162.0	58.3	0	*	16	62.5	79	40.5	41	63.4	3	*	176	64.0
Moore	864	157.6	165.4	70.8	5	60.0	10	80.0	192	44.5	22	36.4	0	*	635	79.8
MAST**	29	158.2	163.5	69.0	1	*	0	*	6	16.7	0	*	4	*	18	77.8
Richmond	555	157.6	165.8	75.3	9	100.0	2	*	208	60.6	4	*	1	*	331	83.3
Rowan-Salisbury	1,513	155.3	163.4	63.2	9	66.7	16	62.5	324	41.3	33	48.5	6	50.0	1,125	70.0
Scotland	473	155.1	162.0	61.4	44	44.2	0	*	211	49.8	4	*	1	*	213	76.4
Stanly	756	158.4	166.9	78.0	1	*	30	60.0	117	56.0	5	100.0	6	83.3	596	82.9
Union	1,529	158.4	167.5	76.6	4	*	6	100.0	253	47.2	54	31.5	6	83.3	1,206	84.6

Notes: [1] "Number Tested" is the number of students who took the end-of-grade tests in reading. *Data are not reported where number tested is fewer than five.

[2] The standard for grade-level proficiency is a test score at level III or above in end-of-grade tests in both reading and mathematics.

The ethnic categories may not sum to the "Total Number Tested" because students may not have coded in an ethnic category.

** Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the Appendix.

Data received from LEAs after October 15, 1999 are not included in this table.

Table 53d. 1998-99 End-of-Grade Multiple-Choice Test Results for LEAs
Grade 6 Reading and Mathematics
Northeast Region

	Total				American Indian		Asian		Black		Hispanic		Multi-Racial		White	
	Number Tested[1]	Reading Mean Scale Score	Mathematics Mean Scale Score	Percent Proficient[2]	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient
State	**93,589**	**156.7**	**164.8**	**68.3**	**1,400**	**54.0**	**1,418**	**74.8**	**27,571**	**48.0**	**2,470**	**54.4**	**721**	**69.0**	**59,986**	**78.4**
Northeast Region	**6,461**	**155.1**	**162.7**	**61.1**	**45**	**60.0**	**32**	**87.5**	**3,354**	**47.1**	**59**	**66.1**	**23**	**73.9**	**2,947**	**76.5**
Beaufort	523	156.1	163.6	65.6	0	*	0	*	222	50.0	3	*	4	*	294	76.9
Bertie	306	152.0	159.9	50.5	1	*	0	*	245	47.5	2	*	2	*	56	64.3
Camden	95	159.7	166.1	83.2	0	*	3	*	13	53.8	0	*	0	*	79	87.3
Edenton/Chowan	198	154.7	163.3	61.1	0	*	0	*	113	52.2	1	*	1	*	83	73.5
Currituck	233	157.9	167.2	75.5	0	*	3	*	27	51.9	2	*	2	*	199	78.4
Dare	359	158.4	167.3	76.6	0	*	2	*	15	33.3	8	100.0	1	*	333	77.8
Edgecombe	586	152.4	161.2	50.3	0	*	1	*	336	44.2	8	25.0	0	*	241	59.3
Gates	138	157.5	162.7	70.3	0	*	1	*	54	55.6	0	*	0	*	83	79.5
Halifax	404	155.7	161.7	65.1	31	64.5	0	*	348	64.4	1	*	0	*	24	75.0
Roanoke Rapids City	241	155.9	164.2	66.0	1	*	7	85.7	60	43.3	3	*	1	*	169	74.0
Weldon City	73	151.3	160.4	42.5	1	*	0	*	67	40.3	0	*	0	*	5	80.0
Hertford	290	151.3	159.6	42.1	4	*	0	*	233	36.1	1	*	1	*	51	68.6
Hyde	51	153.8	161.4	49.0	0	*	0	*	22	27.3	0	*	0	*	29	65.5
Martin	398	153.5	158.7	48.5	1	*	0	*	227	30.0	9	66.7	0	*	161	73.3
Northampton	271	154.4	163.0	62.8	0	*	0	*	219	58.1	2	*	0	*	50	82.0
Elizabeth City/Pasquotank	457	154.4	162.4	57.1	2	*	4	*	219	43.8	5	20.0	2	*	225	70.7
Perquimans	144	155.2	164.1	69.8	0	*	0	*	54	44.2	0	*	1	*	89	86.0
Pitt	1,443	156.5	163.8	66.7	4	*	10	90.0	710	48.3	14	78.6	8	75.0	696	84.3
Right Step**	5	149.2	144.2	0.0	0	*	0	*	5	0.0	0	*	0	*	0	*
Tyrrell	72	154.3	162.2	59.7	0	*	0	*	37	48.6	0	*	0	*	35	71.4
Washington	174	152.2	159.1	45.4	0	*	1	*	128	35.9	0	*	0	*	45	71.1

Notes: [1]"Number Tested" is the number of students who took the end-of-grade tests in reading. *Data are not reported where number tested is fewer than five.

[2] The standard for grade-level proficiency is a test score at level III or above in end-of-grade tests in both reading and mathematics.

The ethnic categories may not sum to the "Total Number Tested" because students may not have coded in an ethnic category.

** Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the Appendix.

Data received from LEAs after October 15, 1999 are not included in this table.

Table 53e. 1998-99 End-of-Grade Multiple-Choice Test Results for LEAs
Grade 6 Reading and Mathematics
Southeast Region

	Total				American Indian		Asian		Black		Hispanic		Multi-Racial		White	
	Number Tested[1]	Reading Mean Scale Score	Mathematics Mean Scale Score	Percent Proficient[2]	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient
State	**93,589**	**156.7**	**164.8**	**68.3**	**1,400**	**54.0**	**1,418**	**74.8**	**27,571**	**48.0**	**2,470**	**54.4**	**721**	**69.0**	**59,986**	**78.4**
Southeast Region	**16,787**	**156.2**	**164.0**	**66.9**	**954**	**49.9**	**125**	**86.4**	**5,995**	**53.3**	**570**	**62.7**	**162**	**68.1**	**8,978**	**77.7**
Bladen	415	153.8	162.4	55.2	4	*	1	*	194	44.3	8	50.0	1	*	207	66.2
Brunswick	703	156.1	165.7	67.5	2	*	1	*	153	50.0	13	69.2	6	66.7	528	72.8
Carteret	661	157.5	164.9	73.9	1	*	4	*	71	50.0	4	*	11	72.7	570	76.6
Tiller School**	10	158.9	170.2	60.0	0	*	1	*	1	*	0	*	0	*	8	75.0
Columbus	541	154.5	161.7	58.9	31	51.6	0	*	224	43.7	2	*	2	*	282	72.0
Whiteville City	205	157.3	165.2	74.1	2	*	2	*	85	60.0	0	*	2	*	114	85.1
Craven	1,102	158.0	164.9	75.0	4	*	9	77.8	388	60.3	23	95.7	6	83.3	672	82.9
Cumberland	3,822	156.5	163.1	67.2	65	60.9	43	86.0	1,780	55.6	214	68.2	47	66.0	1,671	79.3
Duplin	632	156.8	164.2	69.7	4	*	1	*	233	58.2	64	48.4	1	*	329	81.8
Greene	202	154.3	162.1	56.4	0	*	0	*	98	45.9	15	53.3	0	*	89	68.5
Jones	104	154.9	161.9	62.5	0	*	1	*	51	56.9	1	*	2	*	49	67.3
Lenoir	754	156.1	166.4	69.9	1	*	1	*	383	59.6	15	46.7	0	*	354	81.9
New Hanover	1,528	158.6	166.9	76.0	10	60.0	16	87.5	387	46.8	12	83.3	13	69.2	1,089	86.4
Onslow	1,628	157.3	165.2	71.3	21	66.7	25	92.0	364	59.3	66	72.7	42	73.2	1,110	74.7
Pamlico	124	157.1	169.2	74.8	1	*	0	*	35	60.0	1	*	1	*	86	81.2
Arapahoe**	37	160.8	172.6	94.6	0	*	0	*	2	*	0	*	0	*	35	97.1
Pender	482	156.2	165.6	69.2	2	*	0	*	173	60.1	18	64.7	1	*	288	75.0
Robeson	1,735	152.4	160.2	50.4	771	48.4	4	*	518	42.3	31	41.9	8	50.0	403	65.0
CIS Academy**	33	148.6	155.4	21.2	17	17.6	0	*	7	0.0	0	*	0	*	9	44.4
Sampson	527	154.9	162.4	64.0	8	75.0	2	*	173	51.7	42	50.0	5	40.0	297	73.0
Clinton City	170	155.8	163.9	64.9	7	57.1	0	*	82	48.1	6	83.3	1	*	74	82.2
Wayne	1,358	156.0	164.1	65.8	3	*	14	85.7	580	53.2	35	45.7	12	83.3	714	76.3
Bright Horizons**	14	151.1	152.9	42.9	0	*	0	*	13	38.5	0	*	1	*	0	*

Notes: [1] "Number Tested" is the number of students who took the end-of-grade tests in reading. *Data are not reported where number tested is fewer than five.
[2] The standard for grade-level proficiency is a test score at level III or above in end-of-grade tests in both reading and mathematics.
The ethnic categories may not sum to the "Total Number Tested" because students may not have coded in an ethnic category.
** Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the Appendix.
Data received from LEAs after October 15, 1999 are not included in this table.

Table 53f. 1998-99 End-of-Grade Multiple-Choice Test Results for LEAs

Grade 6 Reading and Mathematics

Central Region

	Total				American Indian		Asian		Black		Hispanic		Multi-Racial		White	
	Number Tested[1]	Reading Mean Scale Score	Mathematics Mean Scale Score	Percent Proficient[2]	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient
State	93,589	156.7	164.8	68.3	1,400	54.0	1,418	74.8	27,571	48.0	2,470	54.4	721	69.0	59,986	78.4
Central Region	28,289	157.2	164.8	69.0	113	59.8	506	81.0	9,493	48.3	849	54.8	314	72.8	17,004	80.9
Alamance-Burlington	1,523	155.6	164.4	65.7	6	66.7	20	65.0	428	48.8	64	42.2	12	83.3	993	74.2
Lakeside School**	2	*	*	*	0	*	0	*	1	*	0	*	0	*	1	*
River Mill Charter**	23	158.1	164.7	78.3	0	*	0	*	0	*	0	*	0	*	23	78.3
Caswell	275	155.1	164.1	62.0	0	*	0	*	110	60.6	0	*	2	*	163	63.2
Chatham	519	157.7	165.3	69.2	1	*	1	*	137	53.3	37	51.4	7	85.7	336	77.4
Chatham Charter**	16	154.4	165.2	62.5	1	*	2	*	6	33.3	0	*	0	*	7	85.7
Woods Charter**	12	154.6	156.2	58.3	0	*	0	*	2	*	0	*	1	*	9	55.6
Durham	2,056	155.6	162.7	61.3	2	*	31	83.9	1,228	48.4	60	47.5	60	63.3	674	84.8
Carter Community**	19	147.7	153.7	26.3	0	*	0	*	16	18.8	1	*	0	*	2	*
Kestrel Heights**	42	159.1	171.2	73.8	0	*	0	*	13	38.5	0	*	1	*	27	92.6
Franklin	573	154.5	163.0	61.9	1	*	2	*	227	43.0	13	58.3	4	*	326	75.4
Granville	594	156.1	162.9	65.0	1	*	2	*	235	51.9	15	46.7	3	*	338	74.6
Guilford	4,559	157.0	163.6	66.8	30	58.6	113	63.7	1,761	45.7	63	54.8	81	68.8	2,510	82.1
Imani Institute**	36	151.5	155.3	36.1	0	*	0	*	33	36.4	0	*	0	*	3	*
Harnett	1,223	156.1	163.8	65.4	7	57.1	3	*	341	47.2	47	63.8	10	70.0	815	73.0
Johnston	1,460	157.9	166.1	75.9	4	*	8	62.5	308	58.3	74	67.6	7	71.4	1,059	81.8
Lee	686	156.2	166.5	67.2	3	*	4	*	185	48.6	69	41.2	7	57.1	418	79.7
Nash-Rocky Mount	1,253	155.1	163.3	61.5	3	*	11	27.3	659	47.6	28	46.4	5	100.0	547	79.2
Charter Public**	112	153.3	155.6	46.4	0	*	2	*	58	31.0	3	*	1	*	48	62.5
Orange	497	158.1	164.8	71.8	3	*	5	100.0	106	55.7	13	53.8	11	81.8	359	76.8
Orange Co. Charter**	19	162.3	171.7	89.5	0	*	0	*	0	*	0	*	2	*	17	88.2
Chapel Hill-Carrboro City	671	162.8	171.2	87.9	0	*	41	92.7	111	56.8	12	75.0	8	100.0	499	94.5
Village Charter**	15	156.7	162.1	60.0	0	*	0	*	7	28.6	0	*	1	*	7	85.7
Person	472	155.4	163.7	64.6	3	*	2	*	179	53.1	7	42.9	1	*	280	72.9
Randolph	1,234	156.4	164.9	69.7	10	70.0	5	80.0	58	53.4	33	48.5	9	66.7	1,119	71.1
Asheboro City	351	156.7	163.9	67.2	1	*	4	*	66	42.4	29	55.2	2	*	249	75.5
Rockingham	1,118	155.4	161.9	62.2	3	*	4	*	280	39.5	24	66.7	8	87.5	799	69.8
Vance	542	154.4	161.7	58.6	0	*	0	*	321	50.9	10	60.0	3	*	207	70.0
Wake	7,034	159.4	167.1	76.9	19	73.7	239	92.0	1,901	49.7	209	61.2	50	77.6	4,610	88.1
Exploris**	56	166.2	173.6	94.6	0	*	0	*	6	83.3	2	*	1	*	47	95.7
Magellan**	61	165.4	175.2	96.7	0	*	3	*	4	*	1	*	1	*	52	98.1
Sterling Montessori**	7	163.7	166.0	71.4	0	*	0	*	0	*	0	*	0	*	7	71.4
East Wake Academy**	48	158.0	164.5	75.0	0	*	0	*	5	20.0	1	*	2	*	40	87.5
Sankore School**	12	149.0	155.3	16.7	1	*	0	*	11	18.2	0	*	0	*	0	*
Spare Academy**	23	151.0	149.7	21.7	0	*	0	*	23	21.7	0	*	0	*	0	*
Warren	234	153.9	159.7	58.1	13	46.2	0	*	175	52.6	1	*	2	*	43	81.4
Wilson	894	155.8	163.6	63.2	1	*	4	*	475	47.3	32	40.6	12	83.3	370	84.8
S.B. Howard**	18	148.3	151.1	11.1	0	*	0	*	17	11.8	1	*	0	*	0	*

Notes: [1] "Number Tested" is the number of students who took the end-of-grade tests in reading. *Data are not reported where number tested is fewer than five.

[2] The standard for grade-level proficiency is a test score at level III or above in end-of-grade tests in both reading and mathematics.

The ethnic categories may not sum to the "Total Number Tested" because students may not have coded in an ethnic category.

** Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the Appendix.

Data received from LEAs after October 15, 1999 are not included in this table.

Table 54a. 1998-99 End-of-Grade Multiple-Choice Test Results for LEAs
Grade 7 Reading and Mathematics
Western Region

	Total				American Indian		Asian		Black		Hispanic		Multi-Racial		White	
	Number Tested[1]	Reading Mean Scale Score	Mathematics Mean Scale Score	Percent Proficient[2]	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient
State	**92,021**	**159.9**	**170.8**	**72.0**	**1,317**	**58.0**	**1,533**	**77.3**	**26,527**	**51.6**	**2,159**	**59.6**	**622**	**73.5**	**59,839**	**81.6**
Western Region	**7,072**	**161.4**	**173.5**	**79.7**	**88**	**67.8**	**48**	**89.6**	**460**	**51.7**	**100**	**62.0**	**38**	**68.4**	**6,335**	**82.1**
Buncombe	1,864	161.9	174.9	81.5	11	60.0	16	87.5	111	60.0	25	76.0	14	85.7	1,684	83.1
Asheville City	278	160.2	171.1	70.4	0	•	3	•	119	46.6	10	70.0	1	•	145	89.7
Cherokee	264	162.0	173.1	87.1	3	•	1	•	4	•	2	•	1	•	253	87.7
The Learning Center**	11	158.7	165.1	63.6	0	•	0	•	0	•	0	•	0	•	11	63.6
Clay	94	161.9	174.0	85.1	0	•	0	•	0	•	1	•	0	•	93	84.9
Graham	84	161.0	175.2	84.5	10	60.0	0	•	0	•	1	•	0	•	73	87.7
Haywood	582	161.4	173.5	80.1	3	•	1	•	9	44.4	5	60.0	5	40.0	559	81.2
Henderson	871	161.7	173.8	78.8	3	•	10	100.0	46	39.1	31	48.4	5	80.0	776	82.1
Jackson	280	161.9	173.6	83.9	27	81.5	1	•	2	•	1	•	0	•	249	84.7
Summit Charter**	10	162.0	175.6	100.0	0	•	0	•	0	•	0	•	0	•	10	100.0
Macon	297	160.9	171.8	77.4	1	•	2	•	0	•	1	•	1	•	292	77.4
Madison	170	161.7	173.5	84.1	0	•	0	•	1	•	0	•	0	•	169	84.0
McDowell	476	160.2	171.9	77.7	2	•	10	90.0	23	60.9	5	40.0	1	•	435	79.0
Mitchell	192	162.5	173.0	82.3	0	•	0	•	1	•	0	•	0	•	191	82.2
Polk	176	161.3	172.5	78.4	0	•	2	•	14	57.1	7	71.4	0	•	153	80.4
Rutherford	796	159.3	170.2	68.5	1	•	2	•	115	47.0	8	25.0	6	50.0	664	72.9
Swain	128	161.9	172.4	81.3	27	63.0	0	•	0	•	0	•	0	•	101	86.1
Transylvania	313	163.9	178.2	90.4	0	•	0	•	13	76.9	2	•	4	•	294	90.8
Brevard Academy**	7	166.3	175.6	100.0	0	•	0	•	1	•	0	•	0	•	6	100.0
Yancey	179	162.7	175.7	87.2	0	•	0	•	1	•	1	•	0	•	177	87.0

Notes [1] "Number Tested" is the number of students who took the end-of-grade tests in reading. •Data are not reported where number tested is fewer than five.

[2] The standard for grade-level proficiency is a test score at level III or above in end-of-grade tests in both reading and mathematics.

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Table 54b. 1998-99 End-of-Grade Multiple-Choice Test Results for LEAs
Grade 7 Reading and Mathematics
Northwest Region

	Total				American Indian		Asian		Black		Hispanic		Multi-Racial		White	
	Number Tested[1]	Reading Mean Scale Score	Mathematics Mean Scale Score	Percent Proficient[2]	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient
State	**92,021**	**159.9**	**170.8**	**72.0**	**1,317**	**58.0**	**1,533**	**77.3**	**26,527**	**51.6**	**2,159**	**59.6**	**622**	**73.5**	**59,839**	**81.6**
Northwest Region	**14,175**	**160.3**	**171.5**	**74.7**	**25**	**60.0**	**333**	**65.7**	**2,053**	**53.1**	**333**	**51.2**	**90**	**69.7**	**11,339**	**79.6**
Alexander	398	159.4	169.8	71.4	0	*	9	66.7	25	36.0	6	83.3	1	*	357	73.7
Alleghany	99	162.3	174.7	85.6	0	*	0	*	4	*	1	*	0	*	94	87.0
Ashe	248	161.0	173.3	79.0	0	*	3	*	0	*	1	*	1	*	243	78.6
Avery	176	160.8	174.7	82.4	0	*	0	*	1	*	1	*	0	*	174	82.8
Grandfather Academy**	3	*	*	*	0	*	0	*	1	*	0	*	0	*	2	*
Burke	1,057	160.6	171.8	76.9	1	*	105	63.5	76	56.0	16	75.0	3	*	856	80.4
Caldwell	872	160.5	172.1	77.4	0	*	4	*	61	49.2	8	62.5	4	*	795	79.7
Catawba	1,163	160.1	172.5	76.3	3	*	53	64.2	64	60.9	20	50.0	7	71.4	1,016	78.6
Hickory City	336	159.0	170.2	67.8	0	*	30	56.7	81	41.3	4	*	4	*	217	80.4
Newton Conover City	192	160.1	174.1	74.5	0	*	11	63.6	28	57.1	5	60.0	0	*	148	79.1
Davidson	1,427	160.1	172.1	73.3	5	40.0	9	66.7	28	60.7	4	*	2	*	1,379	74.0
Lexington City	232	157.1	168.6	62.1	1	*	18	50.0	114	58.8	18	50.0	6	50.0	75	73.3
Thomasville City	145	158.2	168.8	64.1	0	*	1	*	80	58.8	3	*	0	*	61	72.1
Davie	370	160.6	173.3	79.5	0	*	2	*	30	60.0	11	54.5	2	*	325	82.2
Winston-Salem/Forsyth	2,759	160.0	170.3	71.6	8	62.5	38	78.9	940	51.0	111	44.1	31	80.6	1,630	85.0
Lift Academy**	9	152.8	155.9	33.3	0	*	0	*	9	33.3	0	*	0	*	0	*
Quality Education**	22	157.0	164.5	54.5	0	*	0	*	21	57.1	0	*	1	*	0	*
Downtown Middle**	186	162.3	172.5	83.8	3	*	3	*	64	70.3	1	*	2	*	113	90.2
C.G. Woodson**	19	151.9	160.6	21.1	1	*	0	*	18	22.2	0	*	0	*	0	*
Iredell-Statesville	1,173	160.2	171.2	73.7	2	*	22	63.6	214	53.3	26	76.9	5	60.0	904	78.7
Mooresville City	286	160.2	171.4	78.6	0	*	7	71.4	47	48.9	2	*	0	*	230	85.2
Stokes	540	159.2	168.4	70.3	0	*	0	*	27	40.7	7	71.4	5	100.0	501	71.6
Surry	582	160.7	172.7	77.8	0	*	3	*	29	69.0	32	43.8	3	*	515	81.2
Elkin City	64	162.5	173.0	81.3	0	*	1	*	7	42.9	2	*	1	*	53	88.7
Bridges**	9	151.1	159.6	22.2	0	*	0	*	2	*	0	*	1	*	6	33.3
Mount Airy City	150	161.7	175.5	82.0	0	*	7	57.1	19	68.4	3	*	0	*	121	86.8
Watauga	414	163.8	175.7	87.1	0	*	1	*	5	80.0	5	80.0	2	*	401	87.2
Wilkes	771	160.5	172.2	76.3	0	*	4	*	39	59.0	9	66.7	5	60.0	713	77.3
UCAN**	3	*	*	*	0	*	0	*	2	*	0	*	0	*	1	*
Yadkin	470	160.2	170.3	75.5	1	*	2	*	17	70.6	37	38.9	4	*	409	79.2

Notes: [1] "Number Tested" is the number of students who took the end-of-grade tests in reading. *Data are not reported where number tested is fewer than five.

[2] The standard for grade-level proficiency is a test score at level III or above in end-of-grade tests in both reading and mathematics.

The ethnic categories may not sum to the "Total Number Tested" because students may not have coded in an ethnic category.

** Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the Appendix.

Data received from LEAs after October 15, 1999 are not included in this table.

Table 54c. 1998-99 End-of-Grade Multiple-Choice Test Results for LEAs
Grade 7 Reading and Mathematics
Southwest Region

	Total				American Indian		Asian		Black		Hispanic		Multi-Racial		White	
	Number Tested[1]	Reading Mean Scale Score	Mathematics Mean Scale Score	Percent Proficient[2]	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient
State	**92,021**	**159.9**	**170.8**	**72.0**	**1,317**	**58.0**	**1,533**	**77.3**	**26,527**	**51.6**	**2,159**	**59.6**	**622**	**73.5**	**59,839**	**81.6**
Southwest Region	**20,024**	**159.5**	**170.1**	**69.4**	**185**	**54.6**	**424**	**76.8**	**5,809**	**45.8**	**461**	**58.9**	**80**	**67.1**	**13,064**	**80.1**
Anson	300	156.3	167.0	53.0	0	*	3	*	192	40.1	2	*	0	*	103	77.7
Cabarrus	1,376	161.3	172.6	77.8	7	57.1	7	100.0	166	46.4	27	55.6	6	50.0	1,163	83.0
Kannapolis City	311	158.1	170.4	68.7	0	*	5	40.0	95	61.1	13	69.2	1	*	197	73.0
Cleveland	680	158.8	170.9	68.2	0	*	2	*	151	57.0	3	*	1	*	523	71.6
Kings Mountain City	319	159.8	171.8	76.1	1	*	8	87.5	65	70.3	2	*	4	*	239	77.0
Shelby City	226	159.6	169.9	67.3	0	*	0	*	102	46.1	2	*	3	*	119	84.0
Gaston	2,334	159.6	170.4	72.1	3	*	32	84.4	438	53.3	24	79.2	8	75.0	1,829	76.3
Hoke	436	156.7	165.8	57.3	74	51.4	3	*	219	48.9	10	70.0	6	80.0	123	73.2
Lincoln	761	158.7	171.0	67.6	0	*	4	*	62	50.0	32	56.3	4	*	659	69.5
Charlotte/Mecklenburg	7,157	159.1	169.1	65.7	26	50.0	284	77.4	2,934	41.9	207	59.0	27	63.0	3,679	83.9
Kennedy Charter**	3	*	*	*	0	*	0	*	2	*	0	*	0	*	1	*
Lake Norman**	51	160.9	173.1	84.3	0	*	1	*	1	*	0	*	0	*	49	85.7
Montgomery	315	158.3	169.7	64.1	1	*	10	90.0	82	37.8	29	55.2	1	*	192	76.0
Moore	777	160.8	172.0	75.3	5	60.0	2	*	181	48.1	18	66.7	3	*	568	84.3
MAST**	23	159.3	171.5	65.2	0	*	0	*	4	*	0	*	0	*	19	78.9
Richmond	578	159.7	171.1	72.9	7	28.6	6	83.3	201	58.0	11	81.8	2	*	351	81.9
Rowan-Salisbury	1,510	158.8	169.3	66.1	6	16.7	18	66.7	325	40.1	25	64.0	3	*	1,133	73.9
Scotland	509	159.1	170.9	71.5	49	69.4	2	*	233	61.0	3	*	0	*	222	82.4
Stanly	775	161.3	172.0	79.2	2	*	28	60.7	115	50.0	10	50.0	4	*	616	85.9
Union	1,583	160.6	171.7	75.6	4	*	9	66.7	241	41.1	43	33.3	7	71.4	1,279	83.7

Notes [1] "Number Tested" is the number of students who took the end-of-grade tests in reading. *Data are not reported where number tested is fewer than five.

[2] The standard for grade-level proficiency is a test score at level III or above in end-of-grade tests in both reading and mathematics.

The ethnic categories may not sum to the "Total Number Tested" because students may not have coded in an ethnic category.

** Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the Appendix.

[illegible]

Table 54d. 1998-99 End-of-Grade Multiple-Choice Test Results for LEAs
Grade 7 Reading and Mathematics
Northeast Region

	Total				American Indian		Asian		Black		Hispanic		Multi-Racial		White	
	Number Tested[1]	Reading Mean Scale Score	Mathematics Mean Scale Score	Percent Proficient[2]	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient
State	**92,021**	**159.9**	**170.8**	**72.0**	**1,317**	**58.0**	**1,533**	**77.3**	**26,527**	**51.6**	**2,159**	**59.6**	**622**	**73.5**	**59,839**	**81.6**
Northeast Region	**6,489**	**158.4**	**169.0**	**65.7**	**38**	**63.2**	**28**	**92.9**	**3,225**	**51.2**	**54**	**57.4**	**22**	**72.7**	**3,121**	**80.6**
Beaufort	544	158.8	169.4	66.9	0	*	3	*	210	49.5	4	*	1	*	326	78.2
Bertie	278	155.2	165.0	51.8	1	*	1	*	226	49.1	2	*	1	*	47	63.8
Camden	123	160.6	169.5	72.7	0	*	1	*	21	47.6	0	*	0	*	101	77.8
Edenton/Chowan	201	158.2	167.4	65.5	0	*	0	*	108	54.2	0	*	1	*	92	78.3
Currituck	271	160.8	172.1	79.9	0	*	0	*	24	66.7	2	*	1	*	244	81.0
Dare	340	162.2	172.9	82.6	0	*	2	*	8	75.0	5	80.0	2	*	323	83.0
Edgecombe	551	157.3	168.7	63.5	0	*	2	*	320	54.4	7	57.1	0	*	222	76.5
Gates	170	159.5	168.5	73.5	0	*	0	*	79	63.3	1	*	0	*	90	83.3
Halifax	399	155.6	168.1	55.5	28	67.9	0	*	353	54.3	1	*	1	*	16	68.8
Roanoke Rapids City	272	158.8	170.6	65.8	1	*	5	80.0	42	40.5	3	*	2	*	219	70.3
Weldon City	84	154.2	162.2	39.3	0	*	0	*	77	40.3	0	*	0	*	7	28.6
Hertford	313	155.2	164.2	49.0	4	*	0	*	244	42.4	1	*	1	*	63	74.6
Hyde	55	156.5	169.4	60.0	0	*	0	*	27	40.7	0	*	0	*	28	78.6
Martin	346	157.5	167.2	60.4	1	*	0	*	186	46.2	4	*	0	*	155	78.1
Northampton	256	157.6	168.7	63.3	0	*	0	*	203	61.1	0	*	0	*	53	71.7
Elizabeth City/Pasquotank	474	159.3	170.2	71.1	0	*	3	*	219	54.3	4	*	1	*	247	86.2
Perquimans	156	159.1	171.7	68.6	1	*	1	*	54	40.7	0	*	0	*	100	84.0
Pitt	1,415	159.5	170.3	69.6	2	*	10	100.0	673	51.3	18	61.1	11	90.9	700	86.5
Right Step**	14	152.5	160.6	21.4	0	*	0	*	14	21.4	0	*	0	*	0	*
Tyrrell	54	159.3	167.8	68.5	0	*	0	*	27	51.9	0	*	0	*	27	85.2
Washington	173	157.3	165.8	59.5	0	*	0	*	110	48.2	2	*	0	*	61	80.3

Notes: [1] "Number Tested" is the number of students who took the end-of-grade tests in reading. *Data are not reported where number tested is fewer than five.

[2] The standard for grade-level proficiency is a test score at level III or above in end-of-grade tests in both reading and mathematics.

The ethnic categories may not sum to the "Total Number Tested" because students may not have coded in an ethnic category.

** Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the Appendix.

Data received from LEAs after October 15, 1999 are not included in this table.

Table 54e. 1998-99 End-of-Grade Multiple-Choice Test Results for LEAs
Grade 7 Reading and Mathematics
Southeast Region

	Total				American Indian		Asian		Black		Hispanic		Multi-Racial		White	
	Number Tested[1]	Reading Mean Scale Score	Mathematics Mean Scale Score	Percent Proficient[2]	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient
State	**92,021**	**159.9**	**170.8**	**72.0**	**1,317**	**58.0**	**1,533**	**77.3**	**26,527**	**51.6**	**2,159**	**59.6**	**622**	**73.5**	**59,839**	**81.6**
Southeast Region	**16,794**	**159.3**	**170.0**	**70.6**	**871**	**55.8**	**173**	**82.7**	**6,014**	**56.0**	**481**	**67.4**	**131**	**78.6**	**9,119**	**81.5**
Bladen	409	158.1	169.6	66.9	9	22.2	1	*	203	59.6	3	*	0	*	193	77.1
Brunswick	709	160.5	171.4	76.6	6	100.0	4	*	137	63.2	7	71.4	3	*	552	79.7
Carteret	693	160.8	172.2	79.2	1	*	5	80.0	74	50.0	7	71.4	6	66.7	600	83.2
Columbus	554	157.5	166.7	59.9	31	54.8	0	*	220	49.1	5	20.0	1	*	297	69.4
Whiteville City	204	160.3	169.0	71.6	3	*	0	*	87	54.0	1	*	1	*	112	85.7
Craven	1,111	160.7	170.9	76.2	2	*	12	91.7	368	56.7	19	78.9	4	*	706	85.9
Cumberland	3,915	159.5	169.0	70.4	82	59.8	70	81.4	1,776	58.7	168	75.3	37	81.1	1,780	81.5
Duplin	620	159.2	169.5	69.4	1	*	1	*	250	54.4	51	56.9	0	*	317	83.0
Greene	242	154.5	163.3	43.8	0	*	0	*	134	35.1	16	12.5	0	*	92	62.0
Jones	108	158.7	168.3	73.1	0	*	0	*	54	63.0	2	*	0	*	52	84.6
Lenoir	780	158.7	170.1	67.9	0	*	1	*	411	53.4	16	75.0	3	*	348	84.1
New Hanover	1,496	161.1	172.3	77.5	10	50.0	14	78.6	404	53.2	12	83.3	9	88.9	1,047	86.9
Onslow	1,598	159.9	170.9	74.5	23	60.9	37	78.4	374	57.8	57	75.4	42	78.6	1,065	80.3
Phase Academy**	9	153.9	158.4	44.4	0	*	0	*	8	37.5	0	*	0	*	0	*
Pamlico	124	161.2	174.1	79.3	0	*	0	*	34	56.3	3	*	0	*	87	87.2
Arapahoe**	21	164.0	179.0	100.0	0	*	0	*	1	*	0	*	0	*	19	100.0
Pender	461	160.7	172.6	77.9	0	*	0	*	137	65.0	11	90.9	1	*	312	83.3
Robeson	1,607	156.2	167.8	57.5	669	56.5	9	88.9	508	46.1	16	56.3	3	*	402	72.8
CIS Academy**	24	147.7	159.3	12.5	16	0.0	0	*	3	*	0	*	0	*	5	40.0
Sampson	550	158.6	169.1	69.0	8	37.5	1	*	171	60.0	53	54.7	5	80.0	312	76.9
Clinton City	184	161.3	172.4	84.2	10	80.0	0	*	86	75.6	2	*	0	*	86	94.2
Wayne	1,375	159.3	170.8	71.4	0	*	18	88.9	574	58.3	32	65.6	16	81.3	735	81.2

Notes: [1] "Number Tested" is the number of students who took the end-of-grade tests in reading. *Data are not reported where number tested is fewer than five.

[2] The standard for grade-level proficiency is a test score at level III or above in end-of-grade tests in both reading and mathematics.

The ethnic categories may not sum to the "Total Number Tested" because students may not have coded in an ethnic category.

** Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the Appendix.

Data received from LEAs after October 15, 1999 are not included in this table.

Table 54f. 1998-99 End-of-Grade Multiple-Choice Test Results for LEAs
Grade 7 Reading and Mathematics
Central Region

	Total				American Indian		Asian		Black		Hispanic		Multi-Racial		White	
	Number Tested[1]	Reading Mean Scale Score	Mathematics Mean Scale Score	Percent Proficient[2]	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient
State	**92,021**	**159.9**	**170.8**	**72.0**	**1,317**	**58.0**	**1,533**	**77.3**	**26,527**	**51.6**	**2,159**	**59.6**	**622**	**73.5**	**59,839**	**81.6**
Central Region	**27,467**	**160.4**	**171.2**	**73.0**	**110**	**70.9**	**527**	**81.3**	**8,966**	**52.3**	**730**	**58.5**	**261**	**75.1**	**16,861**	**84.3**
Alamance Burlington	1,440	158.9	170.7	67.6	2	*	15	66.7	362	49.2	45	44.4	17	64.7	999	75.5
Lakeside School**	4	*	*	*	0	*	0	*	0	*	0	*	0	*	4	*
River Mill Charter**	20	158.1	163.9	55.0	0	*	0	*	0	*	0	*	1	*	19	57.9
Caswell	302	158.4	166.7	65.9	0	*	1	*	137	50.8	4	*	2	*	158	78.7
Chatham	536	160.7	170.4	74.6	2	*	0	*	120	53.3	30	60.0	2	*	382	82.5
Chatham Charter**	12	156.4	167.9	58.3	0	*	0	*	0	*	0	*	0	*	12	58.3
Woods Charter**	8	162.6	170.6	75.0	0	*	0	*	1	*	1	*	0	*	6	100.0
Durham	2,101	158.6	168.0	62.7	9	55.6	37	86.5	1,208	47.7	60	43.3	30	76.7	756	86.6
Carter Community**	20	152.6	155.5	10.0	0	*	0	*	18	11.1	0	*	1	*	1	*
Kestrel Heights**	33	160.3	168.2	78.8	1	*	0	*	17	76.5	0	*	1	*	14	85.7
Franklin	602	158.0	168.2	64.4	1	*	2	*	256	47.6	16	62.5	0	*	326	77.3
Granville	627	159.5	170.0	71.5	0	*	3	*	234	59.0	8	75.0	2	*	380	78.7
Guilford	4,556	160.4	170.4	72.2	28	64.3	139	62.3	1,635	52.2	71	62.0	72	74.3	2,610	85.4
Imani Institute**	29	157.2	161.3	48.3	0	*	0	*	25	48.0	0	*	0	*	4	*
Harnett	1,140	159.2	170.4	70.5	10	70.0	5	100.0	329	50.2	52	59.6	16	87.5	728	79.8
Johnston	1,362	161.2	173.3	81.8	8	87.5	5	80.0	279	63.3	44	59.1	17	94.1	1,009	87.6
Lee	660	159.4	173.3	72.8	5	80.0	10	80.0	187	56.7	63	52.4	8	75.0	387	83.7
Nash Rocky Mount	1,254	159.0	170.1	68.2	4	*	13	84.6	669	55.8	23	60.9	5	100.0	540	82.9
Orange	444	160.1	169.9	70.0	1	*	2	*	96	52.1	9	66.7	4	*	331	75.5
Orange Co. Charter**	9	160.1	171.9	77.8	0	*	0	*	1	*	0	*	0	*	8	87.5
Chapel Hill Carrboro City	671	165.5	178.1	88.3	1	*	47	97.9	109	54.6	17	64.7	10	80.0	487	95.9
Village Charter**	16	164.1	177.2	93.8	0	*	1	*	5	80.0	0	*	0	*	10	100.0
Person	427	160.1	169.4	72.8	3	*	1	*	144	52.8	4	*	3	*	272	83.1
Randolph	1,226	159.2	170.7	70.7	6	50.0	4	*	61	50.8	42	61.9	4	*	1,109	72.1
Asheboro City	294	160.2	170.9	73.1	0	*	6	83.3	49	51.0	23	60.9	1	*	215	79.1
Rockingham	1,032	159.5	169.2	72.4	2	*	2	*	249	53.0	14	64.3	7	57.1	758	79.0
Vance	557	156.1	166.7	54.0	1	*	1	*	365	45.2	3	*	2	*	185	70.7
Wake	6,768	162.4	173.7	81.0	9	77.8	223	88.2	1,707	55.8	167	62.6	49	72.9	4,606	90.7
Exploris**	56	167.9	181.1	94.6	0	*	0	*	7	85.7	1	*	1	*	47	95.7
Magellan**	62	166.5	182.2	100.0	0	*	3	*	5	100.0	0	*	0	*	54	100.0
Sterling Montessori**	9	167.0	175.9	100.0	1	*	0	*	0	*	1	*	0	*	7	100.0
East Wake Academy**	34	162.4	170.0	81.8	0	*	0	*	0	*	1	*	2	*	31	80.0
Sankore School**	26	152.0	160.2	36.0	0	*	0	*	25	33.3	0	*	1	*	0	*
Sparc Academy**	14	156.1	159.7	42.9	0	*	0	*	14	42.9	0	*	0	*	0	*
Warren	250	156.0	163.9	52.2	14	64.3	0	*	183	45.4	0	*	0	*	53	73.1
Wilson	866	158.9	170.6	65.9	2	*	7	100.0	469	51.0	31	58.1	3	*	353	85.5

Notes: [1] "Number Tested" is the number of students who took the end-of-grade tests in reading. *Data are not reported where number tested is fewer than five.
[2] The standard for grade-level proficiency is a test score at level III or above in end-of-grade tests in both reading and mathematics.
The ethnic categories may not sum to the "Total Number Tested" because students may not have coded in an ethnic category.
** Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the Appendix.
Data received from LEAs after October 15, 1999 are not included in this table.

Table 55a. 1998-99 End-of-Grade Multiple-Choice Test Results for LEAs
Grade 8 Reading and Mathematics
Western Region

	Total				American Indian		Asian		Black		Hispanic		Multi-Racial		White	
	Number Tested[1]	Reading Mean Scale Score	Mathematics Mean Scale Score	Percent Proficient[2]	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient
State	**90,330**	**162.3**	**174.1**	**71.7**	**1,283**	**58.6**	**1,494**	**76.7**	**25,699**	**50.4**	**2,043**	**56.5**	**571**	**74.5**	**59,179**	**81.6**
Western Region	**6,930**	**163.9**	**177.4**	**79.9**	**68**	**77.9**	**45**	**82.2**	**422**	**47.1**	**85**	**68.2**	**40**	**77.5**	**6,270**	**82.3**
Buncombe	1,826	164.9	179.5	83.2	7	85.7	14	92.9	89	51.7	22	90.9	8	75.0	1,686	84.8
Asheville City	297	163.0	175.0	70.8	0	*	2	*	117	43.5	3	*	2	*	173	89.6
Cherokee	228	165.3	180.3	85.1	6	83.3	1	*	7	71.4	3	*	1	*	210	85.7
The Learning Center**	9	159.8	169.9	55.6	0	*	0	*	1	*	1	*	1	*	6	33.3
Clay	108	163.1	177.5	81.5	0	*	0	*	0	*	0	*	2	*	106	81.1
Graham	84	165.0	178.9	88.1	3	*	0	*	0	*	0	*	0	*	81	87.7
Haywood	555	164.3	179.1	85.0	2	*	0	*	11	90.9	4	*	1	*	537	84.7
Henderson	841	163.6	176.6	78.6	1	*	8	75.0	40	42.5	28	46.4	14	85.7	750	81.6
Jackson	278	162.6	176.3	74.1	21	71.4	0	*	3	*	1	*	1	*	252	74.6
Summit Charter**	16	167.4	178.9	87.5	0	*	0	*	0	*	1	*	0	*	15	86.7
Macon	329	162.9	174.5	74.6	0	*	2	*	3	*	2	*	2	*	320	74.2
Madison	180	163.2	177.0	78.8	0	*	0	*	0	*	0	*	0	*	180	78.8
McDowell	477	163.2	176.7	80.5	0	*	13	76.9	23	47.8	0	*	2	*	439	82.5
Mitchell	193	164.1	173.1	75.6	0	*	0	*	0	*	2	*	0	*	191	75.4
Polk	190	164.9	176.3	79.5	1	*	0	*	16	37.5	4	*	2	*	167	84.4
Rutherford	724	161.2	172.9	70.0	0	*	4	*	94	36.2	8	75.0	3	*	615	75.1
Swain	119	164.8	175.0	82.4	27	74.1	1	*	0	*	1	*	0	*	90	85.6
Transylvania	287	165.8	184.5	92.7	0	*	0	*	14	85.7	4	*	1	*	268	94.0
Brevard Academy**	7	162.1	173.0	57.1	0	*	0	*	0	*	0	*	0	*	7	57.1
Yancey	182	165.3	176.6	81.9	0	*	0	*	4	*	1	*	0	*	177	82.5

Notes: [1] "Number Tested" is the number of students who took the end-of-grade tests in reading. *Data are not reported where number tested is fewer than five.

[2] The standard for grade-level proficiency is a test score at level III or above in end-of-grade tests in both reading and mathematics.

The ethnic categories may not sum to the "Total Number Tested" because students may not have coded in an ethnic category.

** Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the Appendix.

Data received from LEAs after October 15, 1999 are not included in this table.

Table 55b. 1998-99 End-of-Grade Multiple-Choice Test Results for LEAs
Grade 8 Reading and Mathematics
Northwest Region

	Total				American Indian		Asian		Black		Hispanic		Multi-Racial		White	
	Number Tested[1]	Reading Mean Scale Score	Mathematics Mean Scale Score	Percent Proficient[2]	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient
State	**90,330**	**162.3**	**174.1**	**71.7**	**1,283**	**58.6**	**1,494**	**76.7**	**25,699**	**50.4**	**2,043**	**56.5**	**571**	**74.5**	**59,179**	**81.6**
Northwest Region	**14,276**	**162.6**	**175.1**	**74.2**	**21**	**55.0**	**313**	**66.2**	**2,057**	**50.2**	**330**	**47.7**	**84**	**71.4**	**11,468**	**79.5**
Alexander	370	162.4	174.6	76.6	0	*	15	78.6	19	52.6	3	*	0	*	333	78.3
Alleghany	133	162.9	175.7	77.4	1	*	0	*	1	*	4	*	0	*	127	78.0
Ashe	264	162.4	176.9	78.6	0	*	0	*	2	*	5	40.0	0	*	257	79.2
Avery	188	163.2	177.1	79.5	0	*	0	*	1	*	0	*	0	*	187	79.3
Grandfather Academy**	5	156.2	158.0	40.0	0	*	0	*	3	*	0	*	0	*	2	*
Burke	1,036	163.1	175.0	76.7	2	*	91	65.9	60	60.0	19	47.4	6	83.3	858	79.7
Caldwell	915	162.2	174.6	75.3	1	*	8	75.0	55	52.7	8	75.0	6	66.7	837	76.8
Catawba	1,227	162.7	176.0	76.1	3	*	69	66.7	85	44.0	32	50.0	3	*	1,035	80.2
Hickory City	276	162.0	175.0	67.6	0	*	20	35.0	69	47.8	6	33.3	6	66.7	175	80.5
Newton Conover City	213	162.2	176.0	71.4	0	*	9	77.8	33	27.3	12	50.0	2	*	157	82.8
Davidson	1,457	162.4	175.4	75.5	8	37.5	13	84.6	31	64.5	5	80.0	4	*	1,396	75.8
Lexington City	244	157.8	172.7	59.1	0	*	17	43.8	120	51.7	17	31.3	1	*	89	76.4
Thomasville City	138	161.8	171.7	70.8	0	*	2	*	69	63.8	4	*	1	*	62	77.0
Davie	423	163.4	176.3	74.7	0	*	1	*	38	34.2	11	54.5	0	*	373	79.4
Winston-Salem/Forsyth	2,817	162.2	173.5	68.9	4	*	25	68.0	1,018	49.4	96	46.9	31	83.9	1,641	82.0
Lift Academy**	16	150.8	157.5	14.3	0	*	0	*	15	15.4	0	*	0	*	0	*
Quality Education**	11	155.3	161.0	18.2	0	*	0	*	10	20.0	0	*	1	*	0	*
Downtown Middle**	155	164.7	174.8	80.6	0	*	1	*	31	58.1	0	*	2	*	121	86.0
C.G. Woodson**	12	155.2	160.6	25.0	0	*	0	*	12	25.0	0	*	0	*	0	*
Iredell-Statesville	1,187	162.6	175.3	76.6	0	*	20	75.0	219	53.0	16	37.5	3	*	929	83.1
Mooresville City	309	164.2	176.1	82.5	0	*	3	*	51	56.9	1	*	1	*	253	87.7
Stokes	534	161.7	172.9	69.3	1	*	1	*	18	61.1	12	33.3	3	*	499	70.5
Surry	532	163.8	179.2	83.8	1	*	3	*	16	75.0	34	55.9	4	*	474	86.0
Elkin City	60	166.9	178.9	78.3	0	*	0	*	4	*	1	*	0	*	55	83.6
Bridges**	14	159.1	167.0	64.3	0	*	0	*	0	*	0	*	0	*	14	64.3
Mount Airy City	179	164.3	176.6	76.5	0	*	9	44.4	17	47.1	5	40.0	3	*	145	84.8
Watauga	377	165.2	179.5	83.0	0	*	2	*	2	*	2	*	1	*	370	83.0
Wilkes	771	162.2	176.3	76.5	0	*	4	*	41	51.2	15	46.7	1	*	710	78.7
UCAN**	2	*	*	*	0	*	0	*	0	*	0	*	0	*	2	*
Yadkin	411	161.8	172.7	68.0	0	*	0	*	17	41.2	22	40.9	5	40.0	367	71.2

Notes [1] "Number Tested" is the number of students who took the end-of-grade tests in reading. *Data are not reported where number tested is fewer than five.
[2] The standard for grade-level proficiency is a test score at level III or above in end-of-grade tests in both reading and mathematics.
The ethnic categories may not sum to the "Total Number Tested" because students may not have coded in an ethnic category.
** Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the Appendix.
Data received from LEAs after October 15, 1999 are not included in this table.

Table 55c. 1998-99 End-of-Grade Multiple-Choice Test Results for LEAs
Grade 8 Reading and Mathematics
Southwest Region

	Total				American Indian		Asian		Black		Hispanic		Multi-Racial		White	
	Number Tested[1]	Reading Mean Scale Score	Mathematics Mean Scale Score	Percent Proficient[2]	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient
State	**90,330**	**162.3**	**174.1**	**71.7**	**1,283**	**58.6**	**1,494**	**76.7**	**25,699**	**50.4**	**2,043**	**56.5**	**571**	**74.5**	**59,179**	**81.6**
Southwest Region	**19,386**	**161.9**	**173.4**	**69.4**	**147**	**60.7**	**439**	**71.3**	**5,577**	**45.8**	**453**	**53.7**	**79**	**79.7**	**12,688**	**80.3**
Anson	318	159.5	170.9	59.7	1	*	2	*	186	48.4	1	*	0	*	128	75.8
Cabarrus	1,412	164.5	176.8	81.3	6	50.0	10	80.0	180	59.2	22	50.0	10	60.0	1,184	85.6
Kannapolis City	271	161.0	173.4	74.1	2	*	6	33.3	86	65.1	12	50.0	1	*	164	82.2
Cleveland	590	162.2	174.3	73.9	0	*	1	*	119	48.3	4	*	1	*	465	80.3
Kings Mountain City	325	163.2	175.3	81.1	1	*	10	100.0	80	66.3	5	60.0	0	*	229	85.9
Shelby City	220	163.0	174.2	69.5	0	*	0	*	94	50.0	1	*	0	*	125	84.8
Gaston	2,305	161.7	173.1	68.9	4	*	31	80.6	396	49.6	31	61.3	9	100.0	1,833	72.8
Hoke	399	159.2	171.4	63.8	41	53.7	4	*	186	50.3	9	66.7	4	*	155	81.9
Lincoln	770	160.4	172.7	63.5	2	*	4	*	69	34.8	31	41.9	6	66.7	658	67.5
Charlotte/Mecklenburg	6,834	161.6	172.0	64.3	30	53.6	289	69.3	2,765	41.2	196	55.6	21	66.7	3,531	82.6
Kennedy Charter**	11	146.5	158.3	0.0	0	*	0	*	8	0.0	0	*	0	*	3	*
Lake Norman**	20	164.6	175.3	70.0	0	*	0	*	2	*	0	*	0	*	18	77.8
Montgomery	367	160.4	170.8	62.2	1	*	16	68.8	100	37.0	26	48.0	0	*	224	74.9
Moore	747	162.5	174.9	74.3	5	40.0	5	80.0	187	55.6	25	41.7	3	*	522	82.6
MAST**	29	163.2	173.5	79.3	0	*	0	*	10	50.0	0	*	1	*	18	94.4
Richmond	606	162.0	174.0	72.4	2	*	6	100.0	229	60.3	8	62.5	2	*	359	79.6
Rowan-Salisbury	1,429	161.4	173.1	68.1	6	33.3	18	55.6	300	39.5	37	59.5	12	91.7	1,056	76.6
Scotland	484	160.7	173.8	69.2	43	79.1	4	*	213	53.8	3	*	1	*	220	81.3
Stanly	748	163.1	175.6	77.1	1	*	23	63.6	107	49.5	5	40.0	5	100.0	607	82.7
Union	1,501	163.3	176.4	79.6	2	*	10	90.0	260	47.7	37	50.0	3	*	1,189	87.5

Notes: [1] "Number Tested" is the number of students who took the end-of-grade tests in reading. *Data are not reported where number tested is fewer than five.
[2] The standard for grade-level proficiency is a test score at level III or above in end-of-grade tests in both reading and mathematics.
The ethnic categories may not sum to the "Total Number Tested" because students may not have coded in an ethnic category.
** Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the Appendix.
Data received from LEAs after October 15, 1999 are not included in this table.

Table 55d. 1998-99 End-of-Grade Multiple-Choice Test Results for LEAs
Grade 8 Reading and Mathematics
Northeast Region

	Total				American Indian		Asian		Black		Hispanic		Multi-Racial		White	
	Number Tested[1]	Reading Mean Scale Score	Mathematics Mean Scale Score	Percent Proficient[2]	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient
State	**90,330**	**162.3**	**174.1**	**71.7**	**1,283**	**58.6**	**1,494**	**76.7**	**25,699**	**50.4**	**2,043**	**56.5**	**571**	**74.5**	**59,179**	**81.6**
Northeast Region	**6,542**	**160.8**	**172.0**	**65.8**	**36**	**69.4**	**26**	**96.2**	**3,259**	**50.6**	**59**	**52.5**	**16**	**68.8**	**3,144**	**81.4**
Beaufort	541	161.4	173.4	69.7	0	*	2	*	224	49.1	3	*	2	*	310	84.2
Bertie	291	158.6	166.9	52.2	1	*	0	*	227	45.8	0	*	1	*	62	77.4
Camden	91	162.2	171.8	69.2	0	*	0	*	15	46.7	0	*	0	*	76	73.7
Edenton/Chowan	205	161.6	174.6	75.6	0	*	0	*	91	61.5	0	*	1	*	113	86.7
Currituck	254	161.9	172.2	68.9	3	*	1	*	23	43.5	5	100.0	1	*	221	70.6
Dare	358	164.5	176.2	79.6	2	*	1	*	16	68.8	9	44.4	3	*	327	81.3
Edgecombe	560	160.5	171.8	65.4	0	*	1	*	312	56.1	12	41.7	0	*	235	78.7
Gates	160	161.0	170.0	68.1	0	*	0	*	71	50.7	0	*	0	*	89	82.0
Halifax	454	156.4	169.1	48.0	25	64.0	0	*	400	47.3	1	*	1	*	27	40.7
Roanoke Rapids City	239	162.6	175.6	70.0	2	*	4	*	46	52.2	3	*	0	*	184	74.2
Weldon City	62	158.7	171.1	59.7	0	*	1	*	58	60.3	0	*	0	*	3	*
Hertford	333	158.2	168.8	55.0	1	*	0	*	247	46.2	1	*	1	*	83	79.5
Hyde	43	159.0	174.0	62.8	0	*	0	*	20	50.0	0	*	0	*	23	73.9
Martin	359	161.3	170.4	62.6	1	*	0	*	184	42.4	6	33.3	0	*	168	85.6
Northampton	271	160.7	172.4	70.7	0	*	0	*	204	65.5	1	*	1	*	65	89.2
Elizabeth City/Pasquotank	456	161.2	171.6	64.4	0	*	2	*	208	48.3	1	*	2	*	243	77.8
Perquimans	151	160.1	176.7	68.2	0	*	0	*	65	50.8	1	*	0	*	85	81.2
Pitt	1,428	162.0	173.3	71.7	1	*	13	92.3	660	52.7	14	57.1	3	*	736	88.5
Right Step**	26	151.0	159.2	11.5	0	*	0	*	25	12.0	0	*	0	*	0	*
Tyrrell	64	162.0	169.3	64.1	0	*	0	*	27	37.0	1	*	0	*	36	83.3
Washington	196	158.7	168.9	54.6	0	*	1	*	136	45.6	1	*	0	*	58	75.9

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Notes: [1] "Number Tested" is the number of students who took the end-of-grade tests in reading. *Data are not reported where number tested is fewer than five.

[2] The standard for grade-level proficiency is a test score at level III or above in end-of-grade tests in both reading and mathematics.

The ethnic categories may not sum to the "Total Number Tested" because students may not have coded in an ethnic category.

** Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the Appendix.

Data received from LEAs after October 15, 1999 are not included in this table.

Table 55e. 1998-99 End-of-Grade Multiple-Choice Test Results for LEAs
Grade 8 Reading and Mathematics
Southeast Region

	Total				American Indian		Asian		Black		Hispanic		Multi-Racial		White	
	Number Tested[1]	Reading Mean Scale Score	Mathematics Mean Scale Score	Percent Proficient[2]	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient
State	**90,330**	**162.3**	**174.1**	**71.7**	**1,283**	**58.6**	**1,494**	**76.7**	**25,699**	**50.4**	**2,043**	**56.5**	**571**	**74.5**	**59,179**	**81.6**
Southeast Region	**16,449**	**161.4**	**172.9**	**69.0**	**880**	**55.3**	**161**	**80.7**	**5,874**	**54.0**	**459**	**65.4**	**144**	**76.9**	**8,923**	**80.1**
Bladen	400	159.3	169.6	57.8	1	•	0	•	182	43.4	3	•	1	•	213	70.4
Brunswick	732	162.4	175.8	76.0	5	100.0	1	•	166	63.3	6	66.7	3	•	551	79.6
Carteret	672	162.1	173.4	71.4	2	•	2	•	65	32.3	7	85.7	3	•	593	75.6
Columbus	553	159.3	171.1	63.1	33	51.5	0	•	237	54.0	2	•	0	•	281	72.6
Whiteville City	214	162.7	173.9	75.2	2	•	0	•	83	57.8	1	•	0	•	128	86.7
Craven	998	163.0	173.8	74.2	3	•	11	63.6	336	59.1	19	73.7	7	85.7	621	82.5
Cumberland	3,707	161.2	170.3	63.1	63	52.4	61	85.2	1,706	49.5	185	71.9	35	74.3	1,652	75.7
Duplin	602	162.0	174.7	73.1	0	•	0	•	232	56.3	48	56.3	1	•	321	87.8
Greene	252	160.4	171.4	66.9	0	•	1	•	127	55.9	12	58.3	1	•	111	80.0
Jones	95	160.6	170.5	69.5	0	•	0	•	49	61.2	0	•	2	•	44	77.3
Lenoir	733	162.3	177.0	76.9	0	•	2	•	360	68.0	8	62.5	3	•	360	86.4
New Hanover	1,518	163.7	176.4	76.9	12	58.3	25	80.0	386	49.9	12	58.3	17	64.7	1,065	87.3
Onslow	1,564	161.9	174.2	72.9	20	70.0	32	75.0	384	59.3	48	66.7	48	80.9	1,031	77.9
Phase Academy**	16	156.4	162.4	31.3	0	•	0	•	13	23.1	1	•	1	•	1	•
Pamlico	138	163.6	177.5	84.8	1	•	0	•	48	68.8	1	•	0	•	88	93.2
Arapahoe**	26	165.4	179.1	88.5	1	•	0	•	3	•	0	•	0	•	22	86.4
Pender	439	163.0	176.2	82.0	1	•	0	•	121	68.6	7	85.7	1	•	309	87.1
Robeson	1,626	158.1	169.9	55.4	705	55.6	5	60.0	514	42.9	27	48.1	6	66.7	369	72.6
CIS Academy**	23	149.8	157.2	8.7	15	6.7	0	•	6	0.0	0	•	0	•	2	•
Sampson	530	160.8	173.4	71.3	9	66.7	1	•	157	52.2	32	65.6	5	60.0	326	81.2
Clinton City	171	162.5	174.7	74.0	4	•	1	•	83	63.4	5	0.0	0	•	78	91.0
Wayne	1,440	161.5	173.1	71.5	3	•	19	84.2	616	60.4	35	62.9	10	90.0	757	80.3

Notes: [1] "Number Tested" is the number of students who took the end-of-grade tests in reading. *Data are not reported where number tested is fewer than five.

[2] The standard for grade-level proficiency is a test score at level III or above in end-of-grade tests in both reading and mathematics.

The ethnic categories may not sum to the "Total Number Tested" because students may not have coded in an ethnic category.

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Data received from LEAs after October 15, 1999 are not included in this table.

Table 55f. 1998-99 End-of-Grade Multiple-Choice Test Results for LEAs
Grade 8 Reading and Mathematics
Central Region

	Total				American Indian		Asian		Black		Hispanic		Multi-Racial		White	
	Number Tested[1]	Reading Mean Scale Score	Mathematics Mean Scale Score	Percent Proficient[2]	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient
State	**90,330**	**162.3**	**174.1**	**71.7**	**1,283**	**58.6**	**1,494**	**76.7**	**25,699**	**50.4**	**2,043**	**56.5**	**571**	**74.5**	**59,179**	**81.6**
Central Region	**26,747**	**162.7**	**174.6**	**72.9**	**131**	**66.4**	**510**	**84.8**	**8,510**	**51.0**	**657**	**55.5**	**208**	**71.8**	**16,686**	**84.5**
Alamance Burlington	1,474	161.6	173.7	71.2	9	77.8	15	86.7	384	51.8	54	33.3	10	50.0	1,002	80.6
Lakeside School**	2	*	*	*	0	*	0	*	1	*	0	*	0	*	1	*
River Mill Charter**	17	161.6	167.3	64.7	0	*	0	*	0	*	0	*	0	*	17	64.7
Caswell	245	161.0	169.3	59.2	0	*	0	*	107	45.8	1	*	1	*	136	70.6
Chatham	509	162.9	173.5	72.2	0	*	3	*	120	44.9	27	55.6	6	50.0	353	82.7
Chatham Charter**	12	160.3	168.9	58.3	1	*	0	*	1	*	0	*	0	*	10	70.0
Woods Charter**	13	166.9	176.8	84.6	0	*	0	*	2	*	0	*	0	*	11	90.9
Durham	2,034	161.5	172.4	66.0	3	*	32	84.4	1,110	49.8	48	52.1	41	80.5	800	87.6
Carter Community**	5	156.6	159.6	20.0	0	*	0	*	3	*	0	*	0	*	2	*
Kestrel Heights**	30	158.7	165.7	43.3	0	*	0	*	17	11.8	1	*	1	*	11	81.8
Franklin	532	160.1	171.8	63.8	5	80.0	3	*	212	42.0	8	62.5	5	60.0	299	79.2
Granville	571	162.6	174.6	74.7	2	*	4	*	210	62.4	11	54.5	3	*	341	82.6
Guilford	4,428	162.6	173.1	69.7	42	53.8	153	72.4	1,624	48.9	60	60.0	49	66.7	2,499	83.6
Imani Institute**	18	156.7	161.9	27.8	0	*	0	*	15	20.0	0	*	1	*	2	*
Harnett	1,152	161.8	174.3	71.1	13	69.2	5	100.0	324	54.9	45	57.8	13	69.2	752	78.7
Johnston	1,297	163.7	177.3	82.1	2	*	4	*	259	63.3	54	61.1	4	*	974	88.2
Lee	651	161.9	176.4	76.3	2	*	7	85.7	168	59.5	64	62.5	6	66.7	404	85.4
Nash-Rocky Mount	1,288	160.5	172.7	65.8	6	83.3	10	60.0	674	52.0	33	45.5	6	83.3	556	83.4
Orange	456	163.3	172.6	70.8	3	*	2	*	100	41.0	12	33.3	1	*	337	81.0
Orange Co. Charter**	11	160.6	166.5	72.7	0	*	0	*	2	*	0	*	1	*	8	75.0
Chapel Hill-Carrboro City	657	168.8	182.7	91.7	1	*	38	100.0	93	59.8	9	77.8	4	*	512	97.0
Village Charter**	1	*	*	*	0	*	0	*	0	*	0	*	0	*	1	*
Person	393	163.5	175.0	77.7	1	*	0	*	130	58.6	1	*	1	*	260	87.3
Randolph	1,226	161.2	172.6	68.2	6	50.0	3	*	58	36.2	40	43.6	3	*	1,115	70.8
Asheboro City	267	162.9	175.6	77.8	1	*	2	*	49	55.1	15	60.0	1	*	199	84.8
Rockingham	1,074	161.6	173.2	72.4	4	*	4	*	223	55.0	24	62.5	4	*	815	77.3
Vance	525	158.2	168.5	52.6	2	*	3	*	346	43.3	3	*	2	*	169	70.4
Wake	6,587	164.7	177.5	80.4	14	92.9	215	90.7	1,609	51.3	114	63.4	19	73.7	4,557	90.8
Magellan**	59	168.9	186.8	94.9	0	*	2	*	7	57.1	0	*	1	*	49	100.0
East Wake Academy**	35	162.7	173.1	77.1	0	*	0	*	3	*	0	*	0	*	32	78.1
Sankore School**	12	150.3	155.9	0.0	0	*	0	*	11	0.0	0	*	1	*	0	*
Warren	281	158.9	169.3	59.8	13	61.5	0	*	192	53.6	1	*	0	*	75	74.7
Wilson	885	161.8	173.2	67.0	1	*	5	80.0	456	52.7	32	53.1	4	*	387	84.5

Notes: [1] "Number Tested" is the number of students who took the end-of-grade tests in reading. *Data are not reported where number tested is fewer than five.
[2] The standard for grade-level proficiency is a test score at level III or above in end-of-grade tests in both reading and mathematics.
The ethnic categories may not sum to the "Total Number Tested" because students may not have coded in an ethnic category.
** Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the Appendix.
Data received from LEAs after October 15, 1999 are not included in this table.

Descriptions and Sample Questions
for the
North Carolina End-of-Grade Tests
Grades 4 and 8

North Carolina End-of-Grade Tests
Reading Comprehension—Grade 4

What is end-of-grade testing and what is its purpose?

The purpose of the end-of-grade tests is twofold: (1) to provide accurate measurement of individual student skills and knowledge specified in the North Carolina *Standard Course of Study* and (2) to provide accurate measurement of the knowledge and skills attained by groups of students for school, school system, and state accountability. All students in grades 3 through 8 take reading comprehension and mathematics tests at the end of the school year. Beginning in the fall of 1996, students in grade 3 will also take a reading comprehension and mathematics pretest.

For school, school system, and state accountability, the scores from the prior grade (for example, grade 3) will be used as an estimate of a student's entering level of knowledge and skills to determine the amount of growth during the school year (difference between the two sets of test scores).

What is measured by the test?

The end-of-grade reading test for grade 4 assesses the reading strand of the grade 4 English Language Arts curriculum (revised in 1991) of the North Carolina *Standard Course of Study*. The test consists of ten reading passages and from 3 to 8 associated questions. Each student is asked to read four literary passages (for example, narrative fiction, essay, drama, poetry); four content-based passages selected from art, science, health, mathematics, and social studies; and two consumer/human interest passages (for example, recipes, projects, relevant short pieces from popular magazines). The variety of passages on each form allows for the assessment of reading for various purposes: for literary experience, to gain information, and to perform a task.

The associated questions for each passage address goals 2 and 3 of the curriculum. Goal 1, the understanding and knowledge of one's reading, is not assessed at this grade level. It was felt that students in this grade level, while exhibiting reading strategies as they read, would not be able to explain the strategies they used. Goal 4, personal response, is not assessed by the reading multiple-choice test. This goal is better assessed with an open-ended format.

Table 1. Descriptive Information for the North Carolina End-of-Grade Test Reading Comprehension—Grade 4

Goal/ Strand	Description of Goal/Strand
2	The learner will use language for the acquisition, interpretation, and application of information. 2.1 The learner will identify, collect, or select information and ideas. 2.2 The learner will analyze, synthesize, and organize information and discover related ideas, concepts, or generalizations. 2.3 The learner will apply, extend, and expand on information and concepts.
3	The learner will use language for critical analysis and evaluation.

How is the test administered?

The end-of-grade reading test for grade 4 consists of 65 multiple-choice questions administered during a 100-minute block within the last three weeks of school. Three equivalent forms are administered in each classroom to provide information for curriculum evaluation and planning. The tests are scanned and scored locally.

How was the test developed?

The passages were selected by curriculum specialists to reflect the variety of reading done by students in and out of school and to be accessible to a majority of students (based on readability analyses). The selected passages were ones that would generally be read by students, would be interesting to the students, and were appropriate content for a reading comprehension test. The questions for each passage were written and reviewed by trained North Carolina teachers and educators during the 1990-91 and 1991-92 school years. The questions were field tested in May of 1992. The field test involved approximately 28,000 students from randomly selected schools across the state. The grade 4 reading test was implemented statewide for the first time in the spring of 1993.

What kinds of scores do students receive on the test?

The scores on the end-of-grade reading test are reported on a developmental scale which allows the measurement of growth in reading achievement across the grade levels. On the grade 4 reading test the scale scores range from 119 to 174 with a mean of 147.1 and a standard deviation of 9.6. The standard error of measurement for individual scores on the test is about 2 to 5 points. The use of scale scores helps make interpretations easier and more consistent from test to test.

Percentiles were initially established based on the first administration of the of the test statewide in 1993. Percentiles were reestablished using student scores from the 1998-99 test administration. Student scores generated in 2000-01 will reflect the 1999 state norms.

Achievement levels (descriptors of performance) were established from teacher judgements during the 1992 field tests and from the student scores on the 1993 administration of the test.

Table 2. Achievement Levels for the North Carolina End-of-Grade Test Reading Comprehension—Grade 4

Level	Description	Range of Scores (93)
I	Students performing at this level do not have sufficient mastery of knowledge and skills in the subject to be successful at the next grade level.	119–134
II	Students performing at this level demonstrate inconsistent mastery of knowledge and skills in this subject are and are minimally prepared to be successful at the next grade level.	135–144
III	Students performing at this level consistently demonstrate mastery of grade level subject matter and skills and are well prepared for the next grade level.	145–155
IV	Students performing at this level consistently perform in a superior manner clearly beyond that required to be proficient at grade level work.	156–174

To Reach The Promised Land

by Stephen Ray Lilley

Today, public schools in the United States are free and open to everyone. There was a time, however, when going to school was not a simple matter. In the following passage, read about the sacrifices one famous American educator had to make in order to go to school.

Nine-year-old Booker, his sister Amanda, and older brother John stood close to their mother. Excitement filled the air as the Yankee army moved through Virginia in the spring of 1865.

For months Booker had heard his mother praying at night as he drifted off to sleep by the fire: "Lord, let the Yankees win this war, and let them make me and my children free." Now they watched a blue-uniformed soldier standing on the "big house" porch unfold a piece of paper and begin reading.

"All persons held as slaves... henceforward shall be free," he proclaimed.

Life suddenly became very difficult for Booker's family. They had always been owned, like land or livestock. Now free, they had no home, no jobs, no money, only each other. Booker's stepfather worked at a salt furnace near Malden, West Virginia. Putting their belongings in a small cart, the family walked hundreds of miles through the Appalachian Mountains to join him.

In Malden, Booker and John went to work with their stepfather. Work began before daylight and ended after dark. As he shoveled salt into huge wooden barrels, Booker saw children walking to school. "I had the feeling that to get into a schoolhouse and study...would be about the same as getting into paradise," he later said.

But the family needed Booker's income. Booker's stepfather, a tough and practical man, told him attending school was impossible. Knowing how much her son wanted to learn to read, Booker's mother saved every spare penny and bought him a well-used copy of Webster's "Blue-Backed Speller." For weeks he pored over the book, memorizing the alphabet and letter sounds.

Booker convinced his parents he should take lessons at night from a black teacher. Then he told them he wished to attend day school. His stepfather finally accepted the idea, on condition that Booker work at the salt furnace before and after school. Overjoyed, Booker quickly agreed.

Each day Booker faced new obstacles. For a time he worked in a coal mine deep underground in terrifying conditions. Sometimes his candle blew out, and he wandered helplessly in total darkness. Still, he studied at night. Then one day he heard some miners speaking of a school called the Hampton Institute where poor students could work to pay their expenses. "I resolved at once to go to that school, although I had no idea where it was...or how I was going to reach it," he later wrote.

Booker T. Washington became Hampton's most famous graduate and devoted his life to teaching. He taught the first classes at the Tuskegee Institute in Alabama and then built it into one of the most important schools for blacks in the United States. Today, millions of people admire this man who struggled to reach "the promised land."

1. **What would be the *best* description of Booker T. Washington's attitude toward attending school?**

   A determined

   B hopeless

   C practical

   D anxious

2. Why did Booker's stepfather *not* allow him to attend school?

   A African Americans were not allowed to attend school.

   B There were no schools in the town.

   C The family needed Booker's income to live.

   D A coal miner did not need an education in order to get a job.

3. What might be the *best* reason for recommending this passage to a friend?

   A It quotes Booker T. Washington.

   B It describes working in a coal mine.

   C It sets a good example for other people to follow.

   D It describes the Southern plantations.

4. The information in this passage would be *least* useful in writing a report about what?

   A famous African Americans

   B famous American educators

   C famous American presidents

   D the life of African Americans after the Civil War

5. To Booker, what is "the promised land"?

   A a faraway country

   B a good education

   C a well-paying job

   D a guaranteed place

6. The teacher asked the class, "Why do you think education was so important to Booker that he devoted his life to it?"

   Ann said, "Booker thought that becoming a good educator would make him a famous person. He could then start the Tuskegee Institute."

   Bill said, "Booker thought blacks would never be completely free until they were educated. Education could get them jobs in which they would not have to work so hard with their hands like he did."

   Cathie said, "Booker had to work hard when he was a young boy. He thought school was difficult and others should have to work as hard as he did because it is good for them."

   Dan said, "Booker thought learning to read was important. Therefore, he wanted to teach others to read also."

   Which student gave the *best* answer?

   A Ann

   B Bill

   C Cathie

   D Dan

7. In the third paragraph, what does "henceforward" mean?

   A in front of

   B up until now

   C from now on

   D on the porch

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North Carolina End-of-Grade Tests
Mathematics—Grade 4

What is end-of-grade testing and what is its purpose?

The purpose of the end-of-grade tests is twofold: (1) to provide accurate measurement of individual student skills and knowledge specified in the North Carolina *Standard Course of Study* and (2) to provide accurate measurement of the knowledge and skills attained by groups of students for school, school system, and state accountability. All students in grades 3 through 8 take reading comprehension and mathematics tests at the end of the school year. Beginning in the fall of 1996, students in grade 3 will also take a reading comprehension and mathematics pretest.

For school, school system, and state accountability, the scores from the prior grade (for example, grade 3 will be used as an estimate of a student's entering level of knowledge and skills to determine the amount of growth during the school year (difference between the two sets of test scores).

What is measured by the test?

The end-of-grade mathematics test for grade 4 assesses the grade 4 mathematics curriculum (revised in 1992) of the North Carolina *Standard Course of Study*. The test consists of two parts—computation and applications. The computation part of the test (15% of the test) assesses symbolic computation skills that students should be able to do without the use of a calculator:

- add and subtract whole numbers
- multiply whole numbers (1-digit times 1- to 3-digits and two 2-digit numbers where one is a multiple of 0)
- divide whole numbers (single-digit divisors and no renaming)

The applications part of the test (85% of the test) assesses the students ability to solve problems and understand and explain concepts across the seven stands of the curriculum.

Table 1. Descriptive Information for the North Carolina End-of-Grade Test Mathematics—Grade 4

Goal/ Strand	Description of Goal/Strand	Percentage of Items on Test
1	The learner will identify and use rational numbers.	15%
2	The learner will demonstrate an understanding and use properties and relationships of geometry.	9%
3	The learner will demonstrate an understanding of patterns and relationships.	9%
4	The learner will understand and use standard units of metric and customary measure.	15%
5	The learner will solve problems and reason mathematically.	15%
6	The learner will demonstrate an understanding and use of graphing, probability, and statistics.	9%
7	The learner will compute with rational numbers.	29%

Students are allowed to use calculators and rulers on the applications part of the test. The difference between the two parts of the test is the emphasis on problem solving in the applications part (regardless of method to solve the problem) versus the computation part where the whole purpose is to assess a specific procedure (such as addition).

How is the test administered?

The end-of-grade mathematics test consists of 80 multiple-choice questions (12 computation questions and 68 applications questions) administered during a 97-minute block within the last three weeks of school. Three equivalent forms are administered in each classroom to provide information for curriculum evaluation and planning. The tests are scanned and scored locally.

How was the test developed?

The questions were written and reviewed by trained North Carolina teachers and educators during the 1990-91 and 1991-92 school years. The questions were field tested in May of 1992. The field test involved approximately 12,000 students from randomly selected schools across the state. The grade 4 mathematics test was implemented statewide for the first time in the spring of 1993.

What kinds of scores do students receive on the test?

The scores on the end-of-grade mathematics test are reported on a developmental scale which allows the measurement of growth in mathematics achievement across the grade levels. On the grade 4 mathematics test the scale scores range from 111 to 178 with a mean of 146.1 and a standard deviation of 10.5. The standard error of measurement for individual scores on the test is about 2 to 5 points. The use of scale scores helps make interpretations easier and more consistent from test to test.

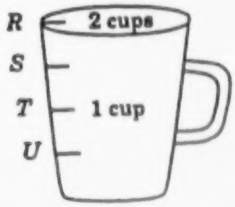
Percentiles were initially established based on the first administration of the test statewide in 1993. Percentiles were reestablished using student scores from the 1998-99 test administration. Student scores generated in 2000-01 will reflect the 1999 state norms.

Achievement levels (descriptors of performance) were established from teacher judgements during the 1992 field tests and from the student scores on the 1993 administration of the test.

Table 2. Achievement Levels for the North Carolina End-of-Grade Test Mathematics – Grade 4

Level	Description	Range of Scores (93)
I	Students performing at this level do not have sufficient mastery of knowledge and skills in the subject to be successful at the next grade level.	111-131
II	Students performing at this level demonstrate inconsistent mastery of knowledge and skills in this subject are and are minimally prepared to be successful at the next grade level.	132-142
III	Students performing at this level consistently demonstrate mastery of grade level subject matter and skills and are well prepared for the next grade level.	143-155
IV	Students performing at this level consistently perform in a superior manner clearly beyond that required to be proficient at grade level work.	156-178

1.5 **Which point on the cup marks 1 1/2 cups?**



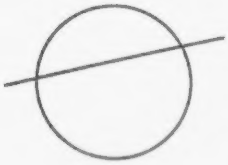
A *U*

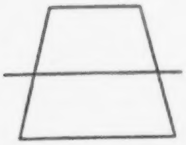
B *T*

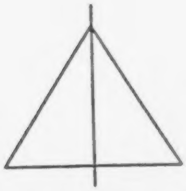
C *S*

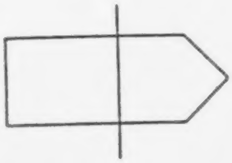
D *R*

2.1 Which figure shows a line of symmetry?

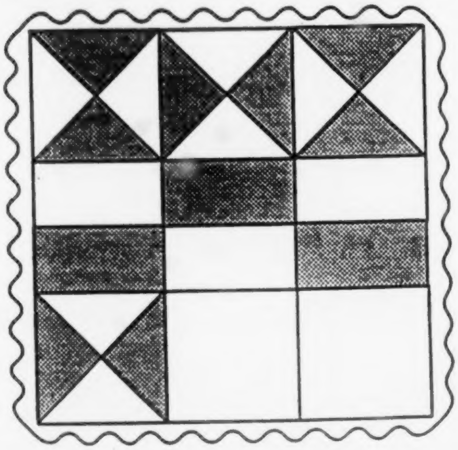
A


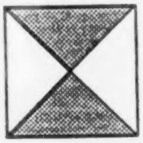
B


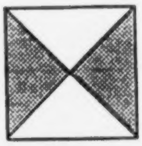
C


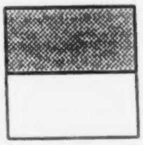
D


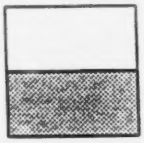
3.1 **Grandma made this quilt for Page to take to camp. How will the next square be colored?**



A


B


C


D


4.8 Which is more than $2.00?

A 7 quarters and 2 nickels

B 4 quarters and 9 dimes

C 6 quarters and 6 dimes

D 4 quarters and 5 dimes

5.6 **Sally went to the grocery store. She bought 3 oranges, 4 pineapples, 6 apples, and 5 peaches. The prices of the fruit are given in the square below. How much did Sally spend in all?**

Apples	10¢
Oranges	15¢
Peaches	25¢
Pineapples	45¢

A $1.60

B $3.95

C $4.10

D $4.20

7.1 **The school library has 8,296 books. The public library has 20,005 books. How many more books does the public library have?**

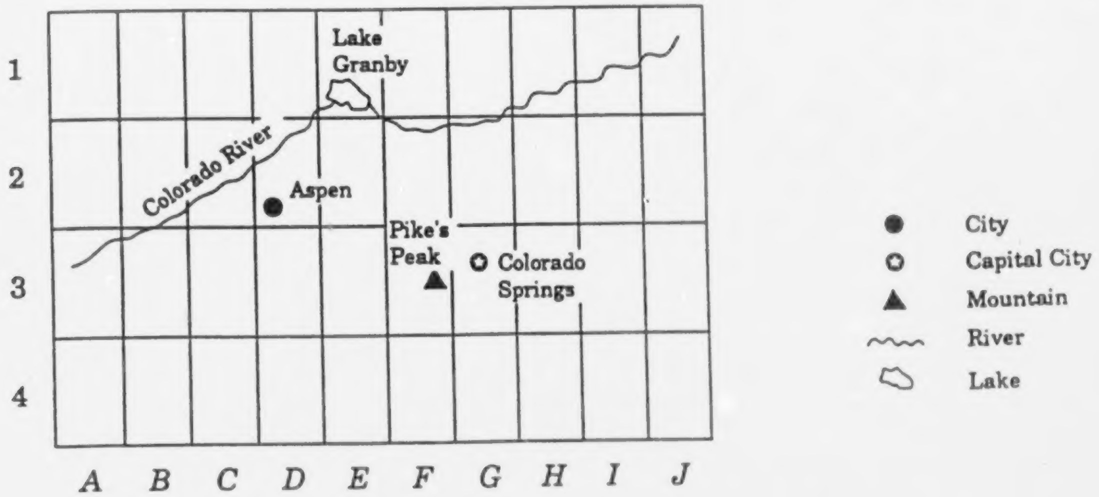
A 11,701

B 11,709

C 12,801

D 28,291

6.6 **In what section of the grid can you find the city of Aspen?**


1
2
3
4
A
B
C
D
E
F
G
H
I
J
Lake Granby
Colorado River
Aspen
Pike's Peak
Colorado Springs
● City
○ Capital City
▲ Mountain
River
Lake

A E-1

B G-3

C C-3

D D-2

North Carolina End-of-Grade Tests
Reading Comprehension—Grade 8

What is end-of-grade testing and what is its purpose?

The purpose of the end-of-grade tests is twofold: (1) to provide accurate measurement of individual student skills and knowledge specified in the North Carolina *Standard Course of Study* and (2) to provide accurate measurement of the knowledge and skills attained by groups of students for school, school system, and state accountability. All students in grades 3 through 8 take reading comprehension and mathematics tests at the end of the school year. Beginning in the fall of 1996, students in grade 3 will also take a reading comprehension and mathematics pretest.

For student accountability, the grade 8 end-of-grade tests are used as a way for students to demonstrate that they have the knowledge and skills necessary to meet the competency requirement for high school graduation. For school, school system, and state accountability, the scores from the prior grade (for example, grade 7) will be used as an estimate of a student's entering level of knowledge and skills to determine the amount of growth during the school year (difference between the two sets of test scores).

What is measured by the test?

The end-of-grade reading test for grade 8 assesses the reading strand of the grade 8 English Language Arts curriculum (revised in 1991) of the North Carolina *Standard Course of Study*. The test consists of ten reading passages and from 3 to 8 associated questions. Each student is asked to read four literary passages (for example, narrative fiction, essay, drama, poetry); four content-based passages selected from art, science, health, mathematics, and social studies; and two consumer/human interest passages (for example, recipes, projects, relevant short pieces from popular magazines). The variety of passages on each form allows for the assessment of reading for various purposes: for literary experience, to gain information, and to perform a task.

The associated questions for each passage address goals 1, 2, and 3 of the curriculum. Goal 4, personal response, is not assessed by the reading multiple-choice test. This goal is better assessed with an open-ended format.

Table 1. Descriptive Information for the North Carolina End-of-Grade Test
Reading Comprehension—Grade 8

Goal/ Strand	Description of Goal/Strand
1	The learner will use strategies and processes that enhance control of communication skills development.
2	The learner will use language for the acquisition, interpretation, and application of information. 2.1 The learner will identify, collect, or select information and ideas. 2.2 The learner will analyze, synthesize, and organize information and discover related ideas, concepts, or generalizations. 2.3 The learner will apply, extend, and expand on information and concepts.
3	The learner will use language for critical analysis and evaluation.

How is the test administered?

The end-of-grade reading test for grade 8 consists of 68 multiple-choice questions administered during a 100-minute block within the last three weeks of school. Three equivalent forms are administered in each classroom to provide information for curriculum evaluation and planning. The tests are scanned and scored locally.

How was the test developed?

The passages were selected by curriculum specialists to reflect the variety of reading done by students in and out of school and to be accessible to a majority of students (based on readability analyses). The selected passages were ones that would generally be read by students, would be interesting to the students, and were appropriate content for a reading comprehension test. The questions for each passage were written and reviewed by trained North Carolina teachers and educators during the 1990-91 and 1991-92 school years. The questions were field tested in May of 1992. The field test involved approximately 23,000 students from randomly selected schools across the state. The grade 8 reading test was implemented statewide for the first time in the spring of 1993.

What kinds of scores do students receive on the test?

The scores on the end-of-grade reading test are reported on a developmental scale which allows the measurement of growth in reading achievement across the grade levels. On the grade 8 reading test the scale scores range from 132 to 187 with a mean of 158.7 and a standard deviation of 8.9. The standard error of measurement for individual scores on the test is about 2 to 5 points. The use of scale scores helps make interpretations easier and more consistent from test to test.

Percentiles were initially established based on the first administration of the of the test statewide in 1993. Percentiles were reestablished using student scores from the 1998-99 test administration. Student scores generated in 2000-01 will reflect the 1999 state norms.

Achievement levels (descriptors of performance) were established from teacher judgements during the 1992 field tests and from the student scores on the 1993 administration of the test.

Table 2. Achievement Levels for the North Carolina End-of-Grade Test Reading Comprehension – Grade 8

Level	Description	Range of Scores (93)
I	Students performing at this level do not have sufficient mastery of knowledge and skills in the subject to be successful at the next grade level.	132–144
II	Students performing at this level demonstrate inconsistent mastery of knowledge and skills in this subject are and are minimally prepared to be successful at the next grade level.	145–155
III	Students performing at this level consistently demonstrate mastery of grade level subject matter and skills and are well prepared for the next grade level.	156–165
IV	Students performing at this level consistently perform in a superior manner clearly beyond that required to be proficient at grade level work.	166–187

Ooka and the Stolen Smell

You have probably read a story about stolen money or jewelry, but have you ever read of a stolen smell? Read the following passage to learn how a student stole a smell and how he was punished for this crime.

Now it so happened in the days of old Yedo, as Tokyo was once called, that the storytellers told marvelous tales of the wit and wisdom of His Honorable Honor, Ooka Tadasuke.

This famous judge never refused to hear a complaint, even if it seemed strange or unreasonable. People sometimes came to his court with the most unusual cases, but Ooka always agreed to listen. And the strangest case of all was the famous Case of the Stolen Smell.

It all began when a poor student rented a room over a *tempura* shop—a shop where fried food could be bought. The student was a most likeable young man, but the shopkeeper was a miser who suspected everyone of trying to get the better of him. One day he heard the student talking with one of his friends.

"It is sad to be so poor that one can only afford to eat plain rice," the friend complained.

"Oh," said the student, "I have found a very satisfactory answer to the problem. I eat my rice each day while the shopkeeper downstairs fries his fish. The smell comes up, and my humble rice seems to have much more flavor. It is really the smell, you know, that makes things taste so good."

The shopkeeper was furious. To think that someone was enjoying the smell of his fish for nothing! "Thief!" he shouted. "I demand that you pay me for the smells you have stolen."

"A smell is a smell," the young man replied. "Anyone can smell what he wants to. I will pay you nothing!"

Scarlet with rage, the shopkeeper rushed to Ooka's court and charged the student with theft. Of course, everyone laughed at him, for how could anyone steal a smell? Ooka would surely send the man about his business. But to everyone's astonishment, the judge agreed to hear the case.

"Every man is entitled to his hour in court," he explained. "If this man feels strongly enough about his smells to make a complaint, it is only right that I, as city magistrate, should hear the case." He frowned at the amused spectators.

Gravely, Ooka sat on the dais and heard the evidence. Then he delivered his verdict.

"The student is obviously guilty," he said severely. "Taking another person's property is theft, and I cannot see that a smell is different from any other property."

The shopkeeper was delighted, but the student was horrified. He was very poor, and he owed the shopkeeper for three months' smelling. He would surely be thrown into prison.

"How much money have you?" Ooka asked him.

"Only five *mon*, Honorable Honor," the bo replied. "I need that to pay my rent, or I will be thrown out into the street."

"Let me see the money," said the judge.

"The judge listened to the pleasant clink the money and said to the shopkeeper, "You have now been paid. If you have any other complaints in the future, please bring them to the court. It is our wish that all injustices be punished and all virtue rewarded."

"But, most Honorable Honor," the shopkeeper protested, "I did not get the mone The thief dropped it from one hand to the other. See! I have nothing." He held up his empty hands to show the judge.

Ooka stared at him gravely. "It is the court's judgment that the punishment should fit the crime. I have decided that the price of the *smell* of food shall be the *sound* of money. Justice has prevailed as usual in my court."

"Ooka and the Stolen Smell" by E.G. Edmonds. Copyright 1961.

1. Why were people astonished and amused when Ooka decided to hear the shopkeeper's complaint?

   A They knew the student was too poor to pay.

   B They thought that the idea of stolen smells was silly.

   C They didn't like the shopkeeper.

   D They knew that Ooka always avoided small cases.

2. The shopkeeper demonstrates that he is a miser by doing what?

   A cooking only fish every day

   B refusing to pay the magistrate

   C trying to charge the student for smelling his fish

   D getting angry at the magistrate's verdict

3. If the story had ended when Ooka declared the student guilty, the moral of the story would have been which of the following?

   A Taking anything that belongs to someone else is stealing.

   B There are big and little crimes.

   C The punishment should fit the crime.

   D Treat others the way you want to be treated.

4. What is the mood of this story at the end?

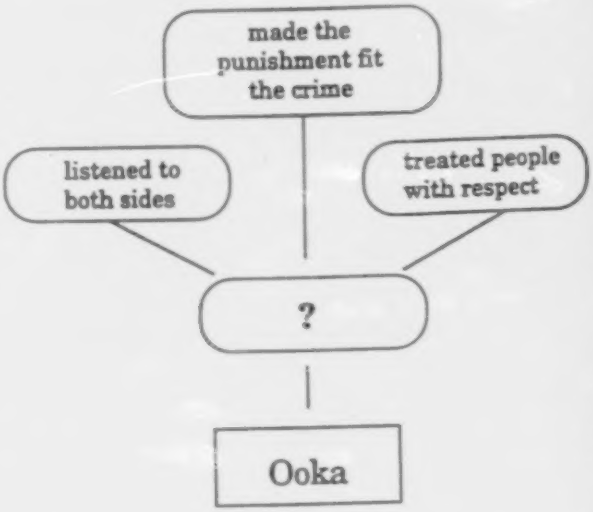
   A serious

   B sad

   C peaceful

   D lighthearted

5. Which word ***best*** completes this character map?


made the punishment fit the crime
listened to both sides
treated people with respect
?
Ooka

   A honest

   B fair

   C friendly

   D helpful

North Carolina End-of-Grade Tests
Mathematics—Grade 8

What is end-of-grade testing and what is its purpose?

The purpose of the end-of-grade tests is twofold: (1) to provide accurate measurement of individual student skills and knowledge specified in the North Carolina *Standard Course of Study* and (2) to provide accurate measurement of the knowledge and skills attained by groups of students for school, school system, and state accountability. All students in grades 3 through 8 take reading comprehension and mathematics tests at the end of the school year. Beginning in the fall of 1996, students in grade 3 will also take a reading comprehension and mathematics pretest.

For student accountability, the grade 8 end-of-grade tests are used as a way for students to demonstrate that they have the knowledge and skills necessary to meet the competency requirement for high school graduation. For school, school system, and state accountability, the scores from the prior grade (for example, grade 7) will be used as an estimate of a student's entering level of knowledge and skills to determine the amount of growth during the school year (difference between the two sets of test scores).

What is measured by the test?

The end-of-grade mathematics test for grade 8 assesses the grade 8 mathematics curriculum (revised in 1992) of the North Carolina *Standard Course of Study*. The test consists of two parts – computation and applications. The computation part of the test (10% of the test) assesses skills that students should be able to do without the use of a calculator:

- computation within a context with decimals and percents
- computation estimation with fractions and decimals
- estimation within a context
- order of operations

Table 1. Descriptive Information for the North Carolina End-of-Grade Test of Mathematics – Grade 8

Goal/ Strand	Description of Goal/Strand	Percentage of Items on Test
1	The learner will demonstrate an understanding and use of real numbers.	14%
2	The learner will demonstrate an understanding and use of properties and relationships of geometry.	10%
3	The learner will demonstrate an understanding of pre-algebra.	17.5%
4	The learner will demonstrate an understanding and use of measurement.	10%
5	The learner will solve problems and reason mathematically.	15%
6	The learner will demonstrate an understanding and use of probability and statistics.	12.5%
7	The learner will compute with real numbers.	21%
	Computation	10%
	Applications	90%

The applications part of the test (90% of the test) assesses the students ability to solve problems and understand and explain concepts across the seven stands of the curriculum. Students are allowed to use scientific calculators, rulers, and protractors on the applications part of the test. The difference between the two parts of the test is the emphasis on problem solving in the applications part (regardless of method to solve the problem) versus the computation part where the whole purpose is to assess a specific procedure (such as estimation).

How is the test administered?

The end-of-grade mathematics test consists of 80 multiple-choice questions (8 computation questions and 72 applications questions) administered during a 97-minute block within the last three weeks of school. Three equivalent forms are administered in each classroom to provide information for curriculum evaluation and planning. The tests are scanned and scored locally.

How was the test developed?

The questions were written and reviewed by North Carolina teachers and educators during the 1990-91 and 1991-92 school years. The questions were field tested in May of 1992. The field test involved approximately 14,000 students from randomly selected schools across the state. The grade 8 mathematics test was implemented statewide for the first time in the spring of 1993.

What kinds of scores do students receive on the test?

The scores on the end-of-grade mathematics test are reported on a developmental scale which allows the measurement of growth in mathematics achievement across the grade levels. On the grade 8 mathematics test the scale scores range from 137 to 208 with a mean of 168.3 (in 1993) and a standard deviation of 10.6. The standard error of measurement for individual scores on the test is about 2 to 5 points. The use of scale scores helps make interpretations easier and more consistent from test to test.

Percentiles were initially established based on the first administration of the of the test statewide in 1993. Percentiles were reestablished using student scores from the 1998-99 test administration. Student scores generated in 2000-01 will reflect the 1999 state norms. Achievement levels (descriptors of performance) were established from teacher judgements during the 1992 field tests and from the student scores on the 1993 administration of the test.

Table 2. Achievement Levels for the North Carolina End-of-Grade Test of Mathematics – Grade 8

Level	Description	Range of Scores (93)
I	Students performing at this level do not have sufficient mastery of knowledge and skills in the subject to be successful at the next grade level.	137–154
II	Students performing at this level demonstrate inconsistent mastery of knowledge and skills in this subject are and are minimally prepared to be successful at the next grade level.	155–164
III	Students performing at this level consistently demonstrate mastery of grade level subject matter and skills and are well prepared for the next grade level.	165–177
IV	Students performing at this level consistently perform in a superior manner clearly beyond that required to be proficient at grade level work.	178–208

Mathematics Computation

1. Solve: $(2 + 1)^3 + (6 - 4)^2$

A 13

B 31

C 39

D 55

2. Bert bought a T-shirt that was reduced 25%. If the original price of the T-shirt was $15, how much should Bert pay for the T-shirt including 6% sales tax?

A $3.98

B $11.85

C $11.93

D $13.10

3. Carrie bought a computer for $789.99, a disc drive for $219.95 and a printer for $312.95. What is the ***best*** estimate of the amount she paid altogether?

A $1,200

B $1,300

C $1,450

D $1,600

Mathematics Applications

4. Sue's bedroom is 14 ft × 12 ft. The ceiling is 8 ft high. If a can of paint will cover 200 square feet, how many cans will be needed to paint the walls and the ceiling?

A 2

B 3

C 6

D 7

5. A photograph measures 1.3 cm wide and 2 cm long. An enlargement similar to the original photograph has a length of 5.4 cm. What is the width of the enlargement?

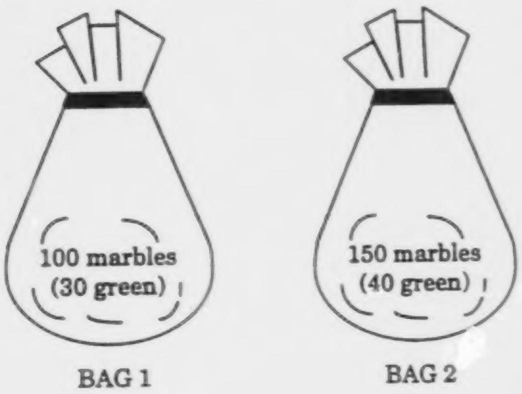
A 8.31 cm

B 3.51 cm

C 2.08 cm

D 0.48 cm

6. What is the probability of reaching into a bag without looking and pulling out a green marble?



A greater for Bag 1 than Bag 2

B greater for Bag 2 than Bag 1

C the same for both bags

D cannot be determined from the information given

7. Pentagonal numbers follow this pattern:

Term	Number
1	5
2	12
3	22
4	35

What is the seventh pentagonal number?

A 57

B 62

C 74

D 92

8. One dose of Tasty Cough Syrup is $2.5\ \text{cm}^3$. What is the largest number of doses which can be given from a $65.2\ \text{cm}^3$ bottle of Tasty Cough Syrup?

A 24 doses

B 25 doses

C 26 doses

D 27 doses

9. One way to earn money during the summer is to grow and sell vegetables. One person can easily take care of a vegetable bed that measures six feet by eight feet. If the bed needs to be six inches deep, how much topsoil will be needed to fill the bed?

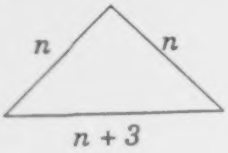
A 24.0 cubic feet

B 28.8 cubic feet

C 48.0 cubic feet

D 288 cubic feet

10. If the perimeter is 39, what are the lengths of the sides of the following isosceles triangle?



A 12, 12, 15

B 13, 13, 13

C 11, 14, 14

D 9, 15, 15

High School
Comprehensive
Results

Table 1. 1997-98 to 1998-99 North Carolina High School Comprehensive Multiple-Choice Test Results
Statewide Summary
Reading and Mathematics

	Reading		Mathematics	
	Number Tested	Percent Students at Achievement Levels III, IV	Number Tested	Percent Students at Achievement Levels III, IV
	Mean Scale Score	Percent Students at Achievement Level I	Mean Scale Score	Percent Students at Achievement Level I
1997-98	73,976	55.6%	73,635	54.9%
	163.3	11.9	174.3	14.9
Standard Deviation	10.2		13.5	
1998-99	75,660	61.1%	75,527	61.4%
	164.8	8.8	176.3	11.8
Standard Deviation	9.8		13.6	

Note Data received from LEAs after October 15, 1999 are not included in this table.

Table 2. 1997-98 to 1998-99 North Carolina High School Comprehensive Multiple-Choice Test Results
Percent of Students at Each Achievement Level by Gender and Ethnicity
Reading

Achievement Levels		All Students	Female	Male	American Indian	Asian	Black	Hispanic	Multi-Racial	White
Level I Students performing at Achievement Level I do not have sufficient mastery of knowledge and skills in the subject area to be successful at the next grade level.	1998	11.9	7.0	17.0	19.1	9.9	19.1	15.1	8.1	8.8
	1999	8.8	5.4	12.2	15.0	9.6	15.7	12.7	6.8	5.7
Level II Students performing at Achievement Level II demonstrate inconsistent mastery of knowledge and skills in the subject area and are minimally prepared to be successful at the next grade level	1998	32.5	31.1	34.0	41.8	30.5	46.1	39.9	26.4	26.7
	1999	30.2	28.8	31.5	42.2	30.3	45.9	38.8	27.4	23.2
Level III Students performing at Achievement Level III consistently demonstrate mastery of the grade level subject matter and skills	1998	41.0	45.5	36.4	34.2	40.2	31.0	36.6	43.8	45.4
	1999	45.2	48.6	41.7	37.8	40.3	34.6	39.8	45.6	50.0
Level IV Students performing at Achievement Level IV consistently perform in a superior manner clearly beyond that required to be proficient at grade level work.	1998	14.6	16.4	12.6	4.9	19.4	3.7	8.4	21.7	19.1
	1999	15.9	17.3	14.6	5.0	19.9	3.8	8.8	20.3	21.1

High School Comprehensive Test Achievement Level Ranges - Reading

Level I	Level II	Level III	Level IV
132-150	151-162	163-174	175-201

Notes: Percents are rounded to the nearest tenth. Due to rounding, data may not add to 100%.
Data received from LEAs after October 15, 1999 are not included in this table.

Table 3. 1997-98 to 1998-99 North Carolina High School Comprehensive Multiple-Choice Test Results
Percent of Students at Each Achievement Level by Gender and Ethnicity
Mathematics

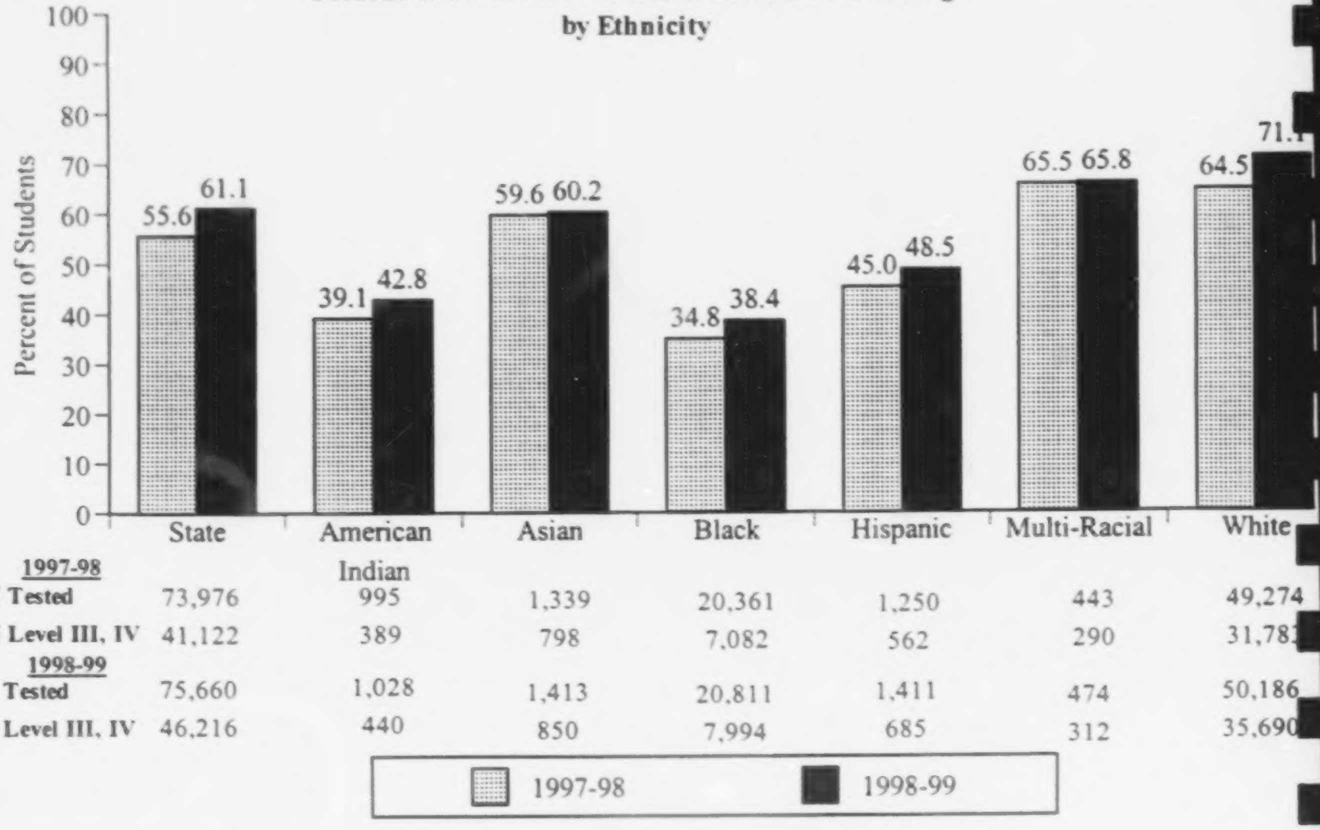
Achievement Levels		All Students	Female	Male	American Indian	Asian	Black	Hispanic	Multi-Racial	White
Level I Students performing at Achievement Level I do not have sufficient mastery of knowledge and skills in the subject area to be successful at the next grade level.	1998	14.9	12.8	17.1	24.2	7.8	26.2	18.3	15.7	10.2
	1999	11.8	10.6	12.9	16.7	8.1	22.9	15.2	11.6	7.1
Level II Students performing at Achievement Level II demonstrate inconsistent mastery of knowledge and skills in the subject area and are minimally prepared to be successful at the next	1998	30.2	30.1	30.3	41.2	18.8	42.0	37.8	25.7	25.3
	1999	26.8	26.9	26.7	38.4	21.2	40.3	34.6	27.9	21.0
Level III Students performing at Achievement Level III consistently demonstrate mastery of the grade level subject matter and skills and are well-prepared for the next grade level.	1998	38.8	41.6	35.9	29.9	38.5	28.6	35.9	36.4	43.3
	1999	42.0	43.9	39.9	38.6	35.6	32.5	39.5	39.9	46.2
Level IV Students performing at Achievement Level IV consistently perform in a superior manner clearly beyond that required to be proficient at grade level work.	1998	16.0	15.5	16.6	4.8	34.9	3.2	8.0	22.1	21.2
	1999	19.4	18.5	20.5	6.2	35.1	4.3	10.7	20.7	25.7

High School Comprehensive Test Achievement Level Ranges - Mathematics

Level I	Level II	Level III	Level IV
141-159	160-171	172-188	189-226

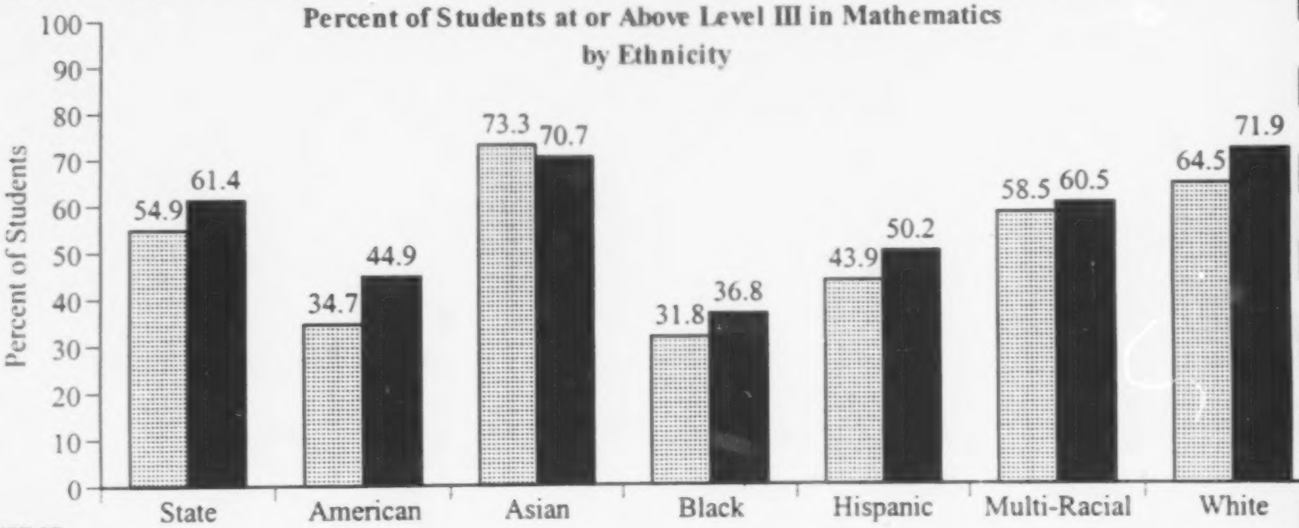
Notes: Percents are rounded to the nearest tenth. Due to rounding, data may not add to 100%.
Data received from LEAs after October 15, 1999 are not included in this table.

Figure 1. 1997-98 to 1998-99 North Carolina High School Comprehensive Multiple-Choice Test Results
Percent of Students at or Above Level III in Reading
by Ethnicity



	State	American Indian	Asian	Black	Hispanic	Multi-Racial	White
1997-98							
N Tested	73,976	995	1,339	20,361	1,250	443	49,274
N Level III, IV	41,122	389	798	7,082	562	290	31,78
1998-99							
N Tested	75,660	1,028	1,413	20,811	1,411	474	50,186
N Level III, IV	46,216	440	850	7,994	685	312	35,690

Figure 2. 1997-98 to 1998-99 North Carolina High School Comprehensive Multiple-Choice Test Results
Percent of Students at or Above Level III in Mathematics
by Ethnicity



	State	American Indian	Asian	Black	Hispanic	Multi-Racial	White
1997-98							
N Tested	73,635	984	1,328	20,253	1,248	439	49,074
N Level III, IV	40,411	341	974	6,446	548	257	31,637
1998-99							
N Tested	75,527	1,012	1,412	20,751	1,409	484	50,107
N Level III, IV	46,374	454	998	7,631	708	293	36,030

Notes: "N Tested" and "N Level III, IV" for the ethnicity categories do not sum to the "N Tested" and "N Level III, IV" for the state because some students did not report their ethnicity and therefore were reported in the state data only.
Data received from LEAs after October 15, 1999 are not included in these figures.

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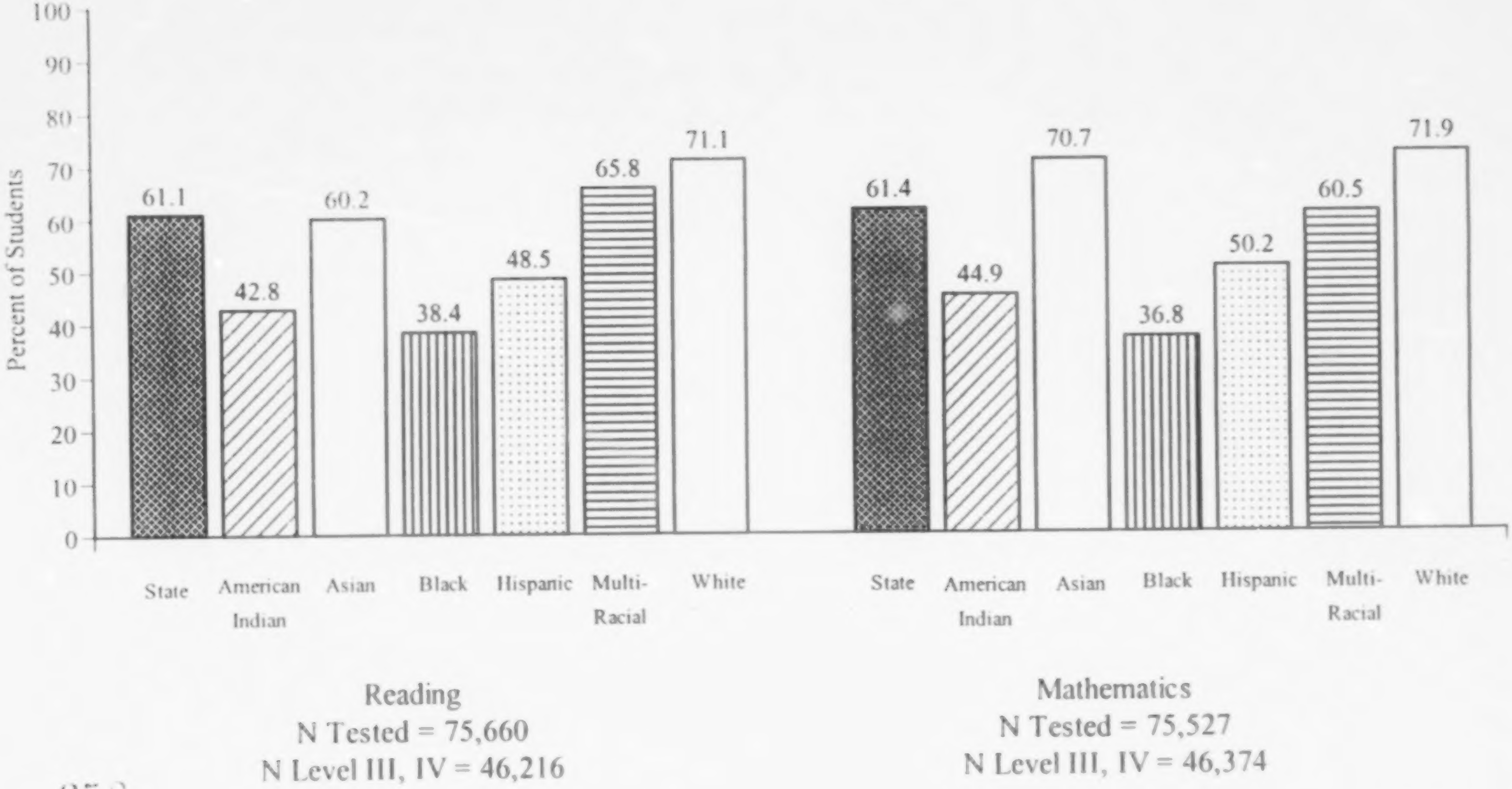
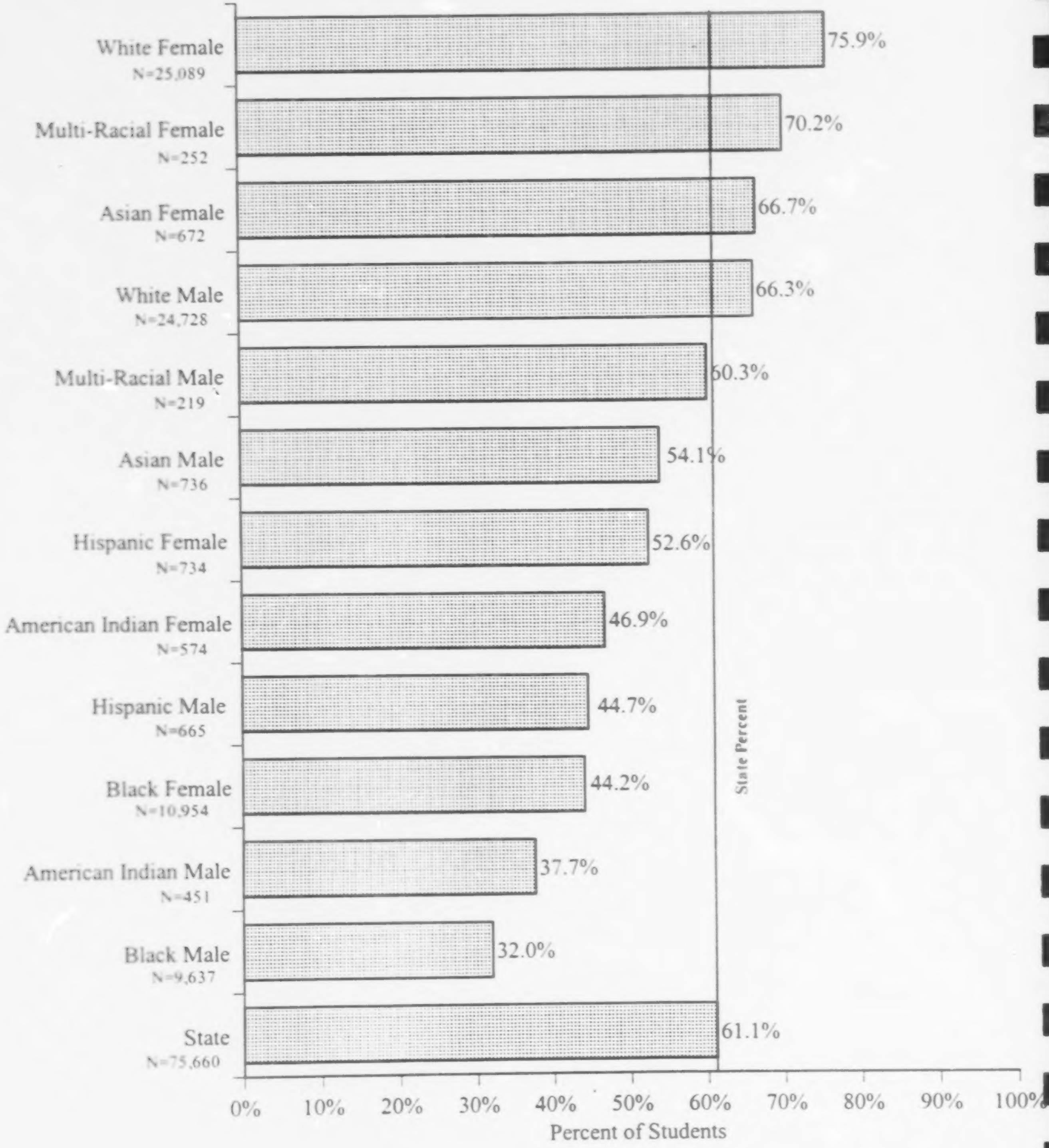
Figure 3. 1998-99 North Carolina High School Comprehensive Multiple-Choice Test Results
Percent of Students at or Above Level III in Reading and Mathematics
by Ethnicity



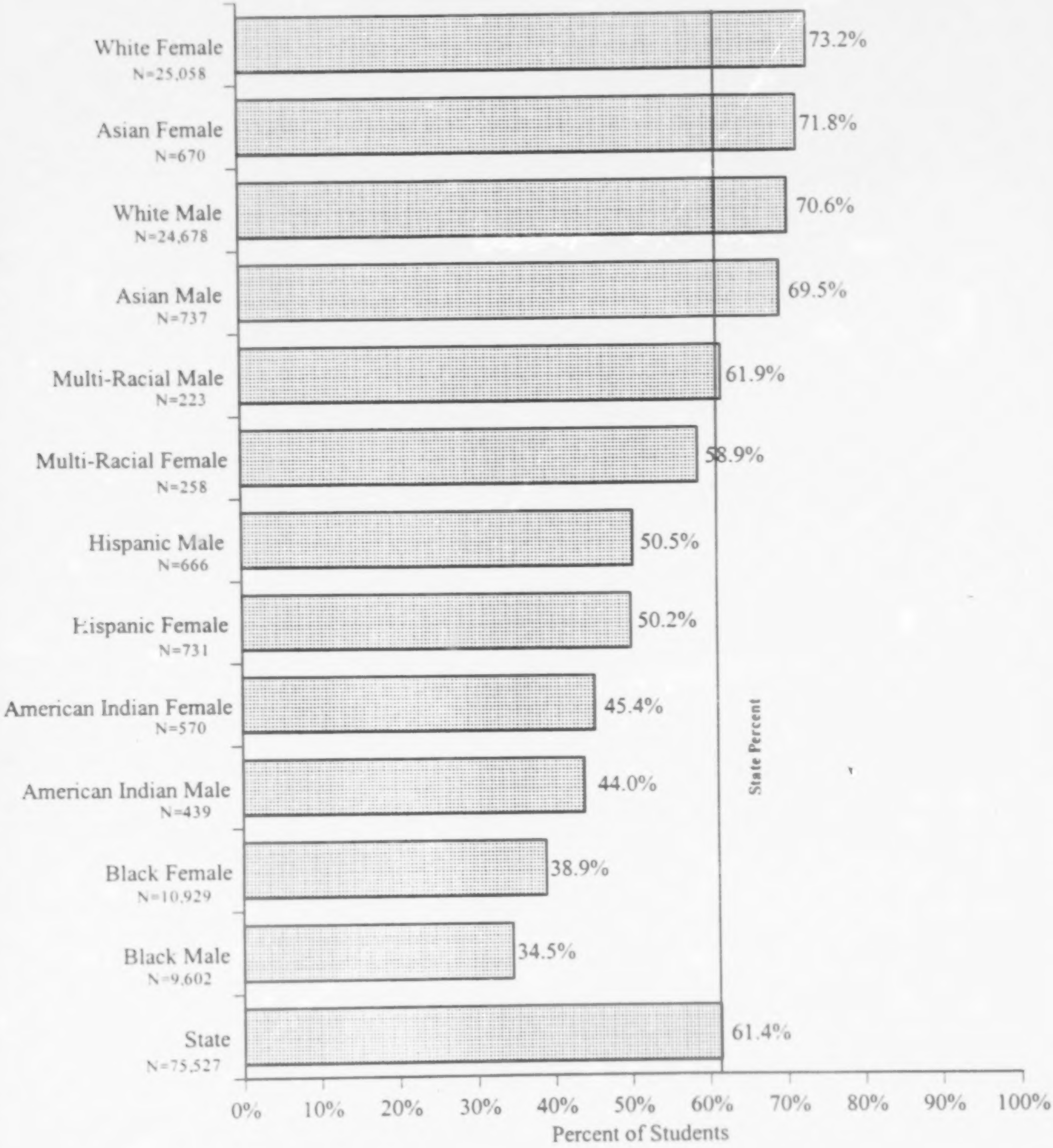
Note: Data received from LEAs after October 15, 1999 are not included in this figure.

Figure 4. 1998-99 North Carolina High School Comprehensive Multiple-Choice Test Results
Percent of Students at or Above Level III in Reading
by Gender and Ethnicity



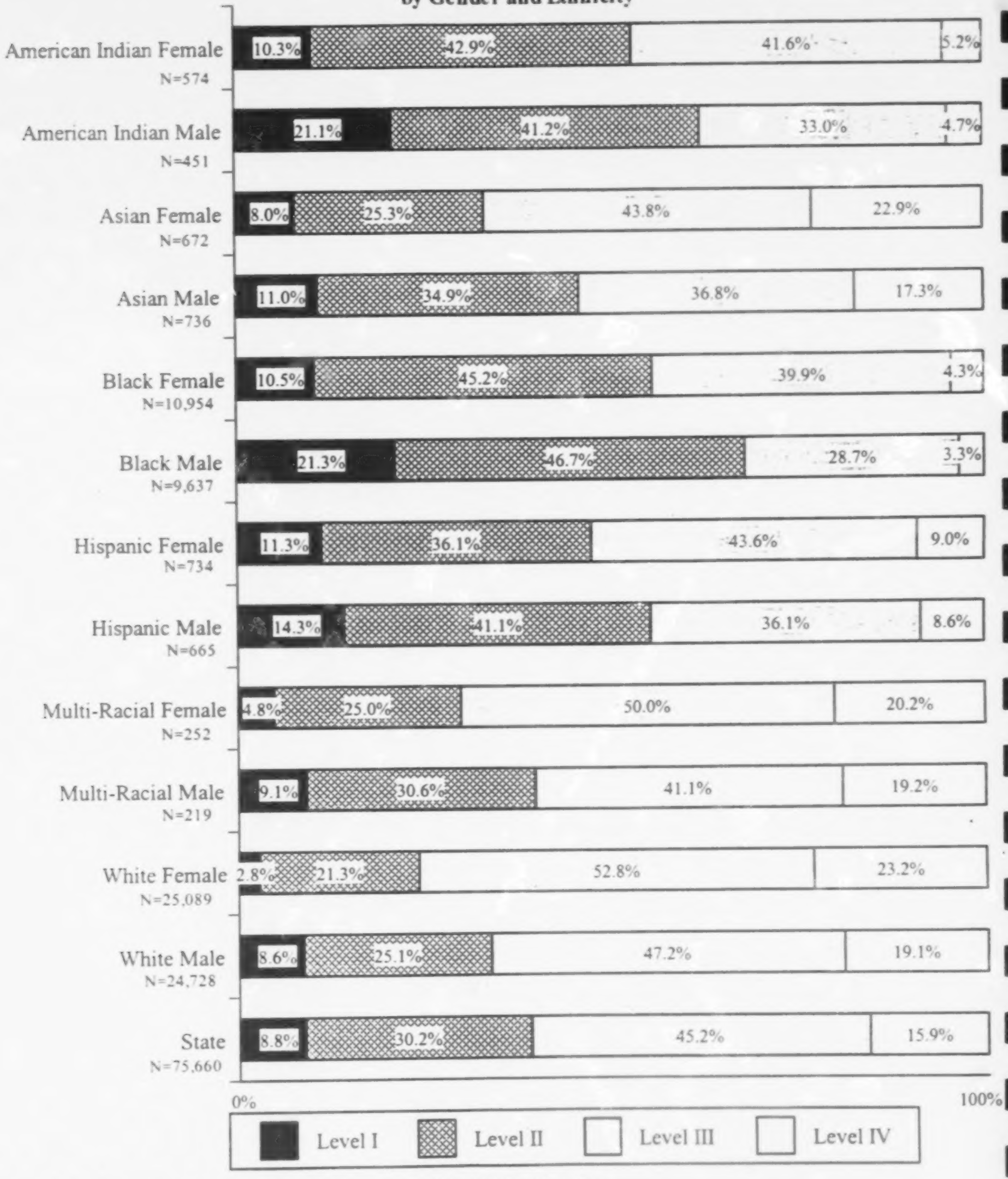
Note: Data received from LEAs after October 15, 1999 are not included in this figure.

Figure 5. 1998-99 North Carolina High School Comprehensive Multiple-Choice Test Results
Percent of Students at or Above Level III in Mathematics
by Gender and Ethnicity



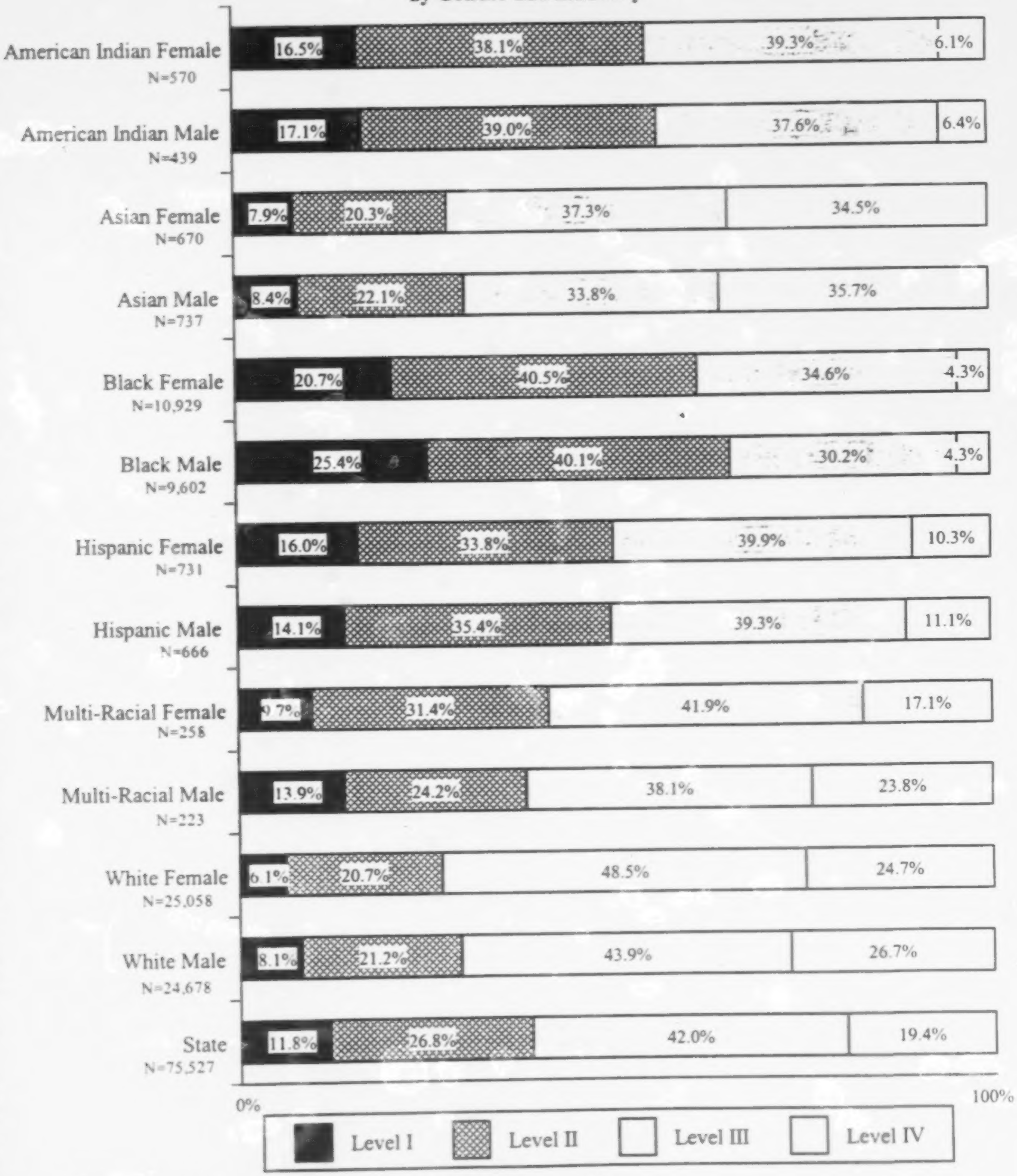
Note: Data received from LEAs after October 15, 1999 are not included in this figure.

Figure 6. 1998-99 North Carolina High School Comprehensive Multiple-Choice Test Results
Percent of Students at Each Achievement Level in Reading
by Gender and Ethnicity



Notes: Achievement levels for each ethnic category may not add to 100% due to rounding.
Data received from LEAs after October 15, 1999 are not included in this figure.

Figure 7. 1998-99 North Carolina High School Comprehensive Multiple-Choice Test Results
Percent of Students at Each Achievement Level in Mathematics
by Gender and Ethnicity



Notes: Achievement levels for each ethnic category may not add to 100% due to rounding.
Data received from LEAs after October 15, 1999 are not included in this figure.

Table 4. 1998-99 North Carolina High School Comprehensive Multiple-Choice Test Results Performance of Exceptional and Limited English Proficient Students

Category	Number Tested	Percent[1]	Percent at or above Level III Reading	Percent at or above Level III Mathematics	Average Scale Score Reading	Average Scale Score Mathematics
All Students	75,660	100.0	61.1	61.4	164.8	176.3
Not Exceptional	62,413	83.0	59.9	60.0	164.3	175.2
Academically Gifted	7,773	10.3	97.0	97.1	175.3	192.8
Students with Disabilities	5,053	6.7				
Behaviorally-Emotionally Handicapped	361	0.5	16.3	14.9	153.4	161.8
Hearing Impaired	76	0.1	21.1	27.6	157.4	165.5
Educable Mentally Handicapped	696	0.9	2.2	1.8	148.8	157.2
Specific Learning Disabled	3,174	4.2	22.6	27.8	155.3	166.2
Speech-Language Impaired	53	0.1	26.4	26.0	156.5	164.6
Visually Impaired	27	0.0	*	*	*	*
Other Health Impaired	437	0.6	32.5	30.7	158.1	166.6
Orthopedically Impaired	40	0.1	25.0	30.0	158.2	167.1
Traumatic Brain Injured	22	0.0	*	*	*	*
Other Exceptional Classifications	167	0.2	43.7	43.9	160.1	171.9
Section 504	418	0.6	44.3	45.0	161.2	171.9
Limited English Proficient	482	0.6	16.6	33.5	154.7	168.2

Notes: *No scores are reported for groups with fewer than thirty students.

[1] Percent for "Not Exceptional" through "Other Exceptional Classifications" is based on the sum of the students in those categories. Percent for "Limited English Proficient" and "Section 504" are based on the number tested in the "All Students" category.

"Not Exceptional", "Academically Gifted", and "Students with Disabilities" do not sum to "All Students" because some students did not indicate whether or not they were classified exceptional. The "All Students" and "Not Exceptional" categories are added for the purpose of comparison.

All data are rounded to the nearest tenth, therefore, exceptional categories may not sum to 100%.

"Number tested" is the number of students who took the High School Comprehensive test in reading.

Data received from LEAs after October 15, 1999 are not included in this table.

Table 5. 1998-99 North Carolina High School Comprehensive Multiple-Choice Test Results Performance of Students Using Accommodations/Modifications

Category	Number Tested	Percent	Percent at or above Level III Reading	Percent at or above Level III Mathematics	Average Scale Score Reading	Average Scale Score Mathematics
All Students	75,660	100.0	61.1	61.4	164.8	176.3
Braille Edition	4	0.0	*	*	*	*
Large Print	21	0.3	*	*	*	*
Assistive Technology	3	0.0	*	*	*	*
Braille Writer	1	0.0	*	*	*	*
Cranmer Abacus	0	0.0	*	*	*	*
Dictation to Scribe	14	0.2	*	*	*	*
Interpreter Signs Test	12	0.1	*	*	*	*
Magnification Devices	3	0.0	*	*	*	*
Student Marks in Test Book	730	8.9	14.1	18.1	153.2	163.3
Test Administrator Reads Test Aloud	1,102	13.5	8.3	12.7	151.7	162.0
Use of Typewriter or Word Processor	2	0.0	*	*	*	*
Hospital/Home Testing	26	0.3	*	*	*	*
Multiple Test Sessions	281	3.4	14.6	14.6	153.2	162.6
Scheduled Extended Time	3,086	37.8	22.0	26.4	155.3	165.7
Testing in a Separate Room	2,689	33.0	14.8	19.7	153.2	163.7
English/Native Language Dictionary/Electronic Translator	176	2.2	16.5	35.8	153.6	168.7
Other	7	0.1	*	*	*	*

Notes: *No scores are reported for groups with fewer than thirty students.
Modifications reported may have been implemented only for reading, only for mathematics, or for both portions of the test.
Modifications are available for students with disabilities and students identified as limited English proficient.
All data are rounded to the nearest tenth, therefore, accommodation/modification categories may not sum to 100%.
"Number tested" is the number of students who took the High School Comprehensive test in reading.
Data received from LEAs after October 15, 1999 are not included in this table.

Table 6. 1998-99 North Carolina High School Comprehensive Multiple-Choice Test Results
Numbers of Exempt Students with Disabilities or Limited English Proficiency

Category	Total Exempt	LEP 1st Year	LEP 2nd Year	LEP* > 2 Years	By IEP Committee	Under Section 504	Temporary Disability	Other Exemption
Behaviorally-Emotionally Handicapped	61	0	0	0	61	0	0	0
Hearing Impaired	9	0	0	0	9	0	0	0
Educable Mentally Handicapped	639	0	1	0	638	0	0	0
Specific Learning Disabled	122	1	0	0	118	0	2	1
Speech-Language Impaired	1	0	0	0	1	0	0	0
Visually Impaired	8	0	0	0	6	2	0	0
Other Health Impaired	35	0	0	0	32	0	1	2
Orthopedically Impaired	5	0	0	0	5	0	0	0
Traumatic Brain Injured	8	0	0	0	7	0	0	1
Other Exceptional Classifications	278	3	2	0	263	1	1	8
Section 504	0	0	0	0	0	0	0	0
Limited English Proficient	167	104	54	0	9	0	0	0
Total	1,333	**108**	**57**	**0**	1,149	**3**	**4**	**12**

Notes: *Limited English proficient students may be exempt for up to two years from the date of initial enrollment in the LEA, depending on their level of English proficiency.

Data received from LEAs after October 15, 1999 are not included in this table.

Table 7. 1998-99 North Carolina High School Comprehensive Multiple-Choice Test Results Characteristics and Performance

	N	Percent	Percent at or above Level III **Reading**	Percent at or above Level III **Mathematics**	Average Scale Score **Reading**	Average Scale Score **Mathematics**
All Students	75,660	100.0	61.1	61.4	164.8	176.3
Gender						
Male	36,618	48.8	56.3	60.4	163.6	176.3
Female	38,419	51.2	65.8	62.4	166.0	176.4
Ethnic Group						
American Indian	1,028	1.4	42.8	44.9	160.4	170.7
Asian	1,413	1.9	60.2	70.7	165.0	181.8
Black	20,811	27.6	38.4	36.8	159.7	168.5
Hispanic	1,411	1.9	48.5	50.2	161.9	172.3
Multi-Racial	474	0.6	65.8	60.5	165.9	176.8
White	50,186	66.5	71.1	71.9	167.1	179.6
Other	173	0.2	68.2	68.6	166.8	180.2
Courses Taken						
Pre-Algebra	43,904	22.6	67.8	67.6	166.4	178.6
Algebra IA	27,957	14.4	50.9	49.4	162.4	172.3
Algebra I or IB	54,454	28.1	68.2	68.9	166.5	178.6
Technical Math	4,096	2.1	52.4	52.5	162.6	173.6
Geometry	41,231	21.3	80.6	83.7	169.2	183.0
Algebra II	20,277	10.5	91.1	94.8	172.6	190.0
Advanced Math	2,050	1.1	91.8	93.8	174.9	197.3
Parental Education						
Did not finish high school	5,229	7.2	33.8	36.2	158.8	168.3
High school graduate	22,886	31.3	51.0	52.1	162.3	172.7
Trade or business school	3,026	4.1	55.5	56.1	163.2	174.1
Community college	15,019	20.5	63.3	62.3	164.9	175.8
Four year college	18,507	25.3	72.7	72.8	167.5	180.2
Graduate school	8,427	11.5	82.7	82.5	171.1	186.0
Hours of Homework (per week)						
None assigned	1,296	1.7	25.3	27.4	155.7	165.6
1 hour or less	2,364	3.2	42.3	45.7	160.1	171.5
1 to 3 hours	17,527	23.5	46.2	47.3	161.3	171.5
More than 3, less than 5 hours	31,895	42.7	59.8	59.5	164.4	175.1
Between 5-10 hours	11,756	15.7	76.0	76.0	168.3	181.1
More than 10 hours	7,788	10.4	84.4	85.0	170.8	185.6
Assigned but not done	2,079	2.8	87.5	88.3	172.5	189.2
Days Absent (so far this year)						
0-7 days	51,157	68.4	66.1	67.1	166.0	178.3
8-14 days	15,922	21.3	54.3	53.2	163.1	173.3
15-21 days	4,745	6.3	45.8	44.1	161.1	170.5
More than 21 days	2,962	4.0	35.8	34.4	158.9	167.9

Notes: "N" is the number of students who took the High School Comprehensive test in reading.
Data received from LEAs after October 15, 1999 are not included in this table.

Table 8. 1998-99 North Carolina High School Comprehensive Test Goal Summary Report

		Developmental Score Mean	Number of Observations*	# of Items	Percent Correct**
READING		164.8	75,660	71	
GOAL 1:	Use strategies and processes that enhance control of communications skills development.			18	64.6
GOAL 2:	Use language for the acquisition, interpretation, and application of information.			163	55.5
OBJ 2.1:	Identify, collect or select information and ideas.			54	59.4
OBJ 2.2:	Analyze, synthesize, and organize information and ideas and discover related ideas, concepts or generalizations.			72	53.3
OBJ 2.3:	Apply, extend, and expand on information and concepts.			37	54.2
GOAL 3:	Use language for critical analysis and evaluation.			32	59.5
OBJ 3.1:	Assess the validity and accuracy of information and ideas			4	
OBJ 3.2:	Determine the value of information and ideas			13	67.0
OBJ 3.3:	Develop criteria and evaluate the quality, relevance, and importance of the information and ideas			15	53.3
MATHEMATICS		176.3	75,527	70	
GOAL 1:	Numerical Relationships			21	58.4
OBJ 1.1:	Perform operations with real numbers			3	
OBJ 1.2:	Solve problems involving number theory			9	60.2
OBJ 1.3:	Solve problems using ratios, proportions, and percents			9	49.8
GOAL 2:	Growth and Measurement			63	44.6
OBJ 2.1:	Geometric problems using two and three-dimensional shapes			18	51.3
OBJ 2.2:	Solve problems using properties of angles, lines, and planes			9	55.8
OBJ 2.3:	Solve problems using perimeter, area, and volume formulas			15	32.6
OBJ 2.4:	Solve problems using right triangle relationships			12	38.6
OBJ 2.5:	Transform polygons in the coordinate plane			9	47.9
GOAL 3:	Algebraic Concepts			72	48.7
OBJ 3.1:	Use the language of algebra and formulas to solve problems			13	55.2
OBJ 3.2:	Demonstrate an understanding of relations and functions			12	54.5
OBJ 3.3:	Graph and use linear equations and inequalities			14	47.7
OBJ 3.4:	Solve problems that involve nonlinear equations			14	43.3
OBJ 3.5:	Use an appropriate method to solve problems involving systems of equations and inequalities			14	39.4
OBJ 3.6:	Perform operations with polynomials			5	61.1
GOAL 4:	Data Analysis			54	43.8
OBJ 4.1:	Solve real world problems using statistics			23	55.5
OBJ 4.2:	Solve real world problems using probability			21	37.7
OBJ 4.3:	Fit a line or curve to a set of data			10	29.5

	A	B	C
NUMBER OF STUDENTS TAKING FORM	25,293	25,191	25,176

*"Number of Observations" does not include students that were absent or exempted from testing or whose results were declared non-valid regardless of the number of responses. All other students were given scores, even if their tests were blank.

**"Percent Correct" is the number of correct responses to an item divided by the number of students who took that item summed over all items for a goal or objective divided by the number of items for that goal or objective.

Data received from LEAs after October 15, 1999 are not included in this table.

Table 9. 1998-99 North Carolina High School Comprehensive Test
Distribution of Scale Scores - Reading

NUMBER OF STUDENTS WITH VALID SCORES*	75,660	HIGH SCORE	198
		LOW SCORE	132
MEAN	164.8		
STANDARD DEVIATION	9.8		

STATE PERCENTILES	SCALE SCORE
90	177.12
75	171.75
50 (MEDIAN)	165.27
25	158.35
10	151.32

FREQUENCY DISTRIBUTION

SCALE SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT	1999 STATE PERCENTILE
198	1	75660	0.00	99
197	7	75659	0.01	99
195	2	75652	0.00	99
194	6	75650	0.01	99
193	9	75644	0.01	99
192	25	75635	0.03	99
191	17	75610	0.02	99
190	72	75593	0.10	99
189	87	75521	0.11	99
188	84	75434	0.11	99
187	175	75350	0.23	99
186	182	75175	0.24	99
185	117	74993	0.15	99
184	422	74876	0.56	99
183	549	74454	0.73	98
182	714	73905	0.94	98
181	860	73191	1.14	97
180	1007	72331	1.33	96
179	1168	71324	1.54	95
178	1338	70156	1.77	93
177	1882	68818	2.49	91
176	1625	66936	2.15	89
175	1701	65311	2.25	87
174	2386	63610	3.15	84
173	2497	61224	3.30	82
172	2659	58727	3.51	79
171	2810	56068	3.71	76
170	2750	53258	3.63	73
169	2826	50508	3.74	69
168	3689	47682	4.88	66
167	2876	43993	3.80	62
166	2271	41117	3.00	58
165	4373	38846	5.78	55
164	2203	34473	2.91	51
163	2826	32270	3.74	47
162	2076	29444	2.74	43
161	4231	27368	5.59	40
160	2002	23137	2.65	36
159	1877	21135	2.48	32
158	2276	19258	3.01	30
157	2341	16982	3.09	27
156	1535	14641	2.03	24
155	1999	13106	2.64	22
154	1325	11107	1.75	19
153	828	9782	1.09	17
152	1185	8954	1.57	15
151	1142	7769	1.51	13
150	982	6627	1.30	11
149	977	5645	1.29	9
148	855	4668	1.13	8
147	803	3813	1.06	7
146	446	3010	0.59	6
145	465	2564	0.61	5
144	552	2099	0.73	4
143	448	1547	0.59	3
142	358	1099	0.47	2
141	240	741	0.32	1
LESS THAN 141	501	501	0.66	1

*"Number of Students with Valid Scores" does not include students that were absent or exempt from testing or whose results were declared non-valid regardless of the number of responses. All other students were given scores, even if their tests were blank. Data received from LEAs after October 15, 1999 are not included in this table.

Table 10. 1998-99 North Carolina High School Comprehensive Test Distribution of Scale Scores - Mathematics

NUMBER OF STUDENTS WITH VALID SCORES*	75,527	HIGH SCORE	226
		LOW SCORE	141
MEAN	176.3	STATE PERCENTILES	SCALE SCORE
STANDARD DEVIATION	13.6	90	194.86
		75	185.74
		50 (MEDIAN)	175.99
		25	165.64
		10	158.82

FREQUENCY DISTRIBUTION

SCALE SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT	1999 STATE PERCENTILE
226	1	75527	0.00	99
225	2	75526	0.00	99
223	15	75524	0.02	99
221	29	75509	0.04	99
220	15	75480	0.02	99
218	46	75465	0.06	99
217	23	75419	0.03	99
216	50	75396	0.07	99
215	39	75346	0.05	99
214	78	75307	0.10	99
213	56	75229	0.07	99
212	109	75173	0.14	99
211	70	75064	0.09	99
210	143	74994	0.19	99
209	97	74851	0.13	99
208	186	74754	0.25	99
207	298	74568	0.39	99
206	226	74270	0.30	99
205	277	74044	0.37	98
204	275	73767	0.36	98
203	322	73492	0.43	98
202	495	73170	0.66	97
201	556	72675	0.74	97
200	663	72119	0.88	96
199	731	71456	0.97	95
198	465	70725	0.62	95
197	742	70260	0.98	94
196	802	69518	1.06	93
195	1161	68716	1.54	92
194	926	67555	1.23	91
193	924	66629	1.22	90
192	989	65705	1.31	89
191	1081	64716	1.43	88
190	1532	63635	2.03	86
189	1266	62103	1.68	85
188	1714	60837	2.27	83
187	1400	59123	1.85	81
186	1422	57723	1.88	80
185	1492	56301	1.98	78
184	1612	54809	2.13	76
183	1639	53197	2.17	74
182	1767	51558	2.34	72
181	2402	49791	3.18	70
180	1912	47389	2.53	67
179	2092	45477	2.77	64
178	2119	43385	2.81	62
177	2280	41266	3.02	59
176	2381	38986	3.15	56
175	1699	36605	2.25	54
174	1629	34906	2.16	52
173	1585	33277	2.10	50
172	2539	31692	3.36	47
171	2545	29153	3.37	43
170	1733	26608	2.29	40
169	911	24875	1.21	38

*"Number of Students with Valid Scores" does not include students that were absent or exempt from testing or whose results were declared non-valid regardless of the number of responses. All other students were given scores, even if their tests were blank. Data received from LEAs after October 15, 1999 are not included in this table.

Table 10. 1998-99 North Carolina High School Comprehensive Test Distribution of Scale Scores - Mathematics (continued)

FREQUENCY DISTRIBUTION

SCALE SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT	1999 STATE PERCENTILE
168	2622	23964	3.47	36
167	1726	21342	2.29	33
166	850	19616	1.13	31
165	2633	18766	3.49	28
164	857	16133	1.13	26
163	1718	15276	2.27	24
162	2415	13558	3.20	21
161	809	11143	1.07	18
160	1428	10334	1.89	16
159	1997	8906	2.64	13
158	630	6909	0.83	11
157	1110	6279	1.47	10
156	1440	5169	1.91	8
155	878	3729	1.16	6
154	643	2851	0.85	4
153	574	2208	0.76	3
152	626	1634	0.83	2
151	380	1008	0.50	1
150	244	628	0.32	1
LESS THAN 150	384	384	0.51	1

*"Number of Students with Valid Scores" does not include students that were absent or exempt from testing or whose results were declared non-valid regardless of the number of responses. All other students were given scores, even if their tests were blank. Data received from LEAs after October 15, 1999 are not included in this table.

Table 11. 1998-99 North Carolina High School Comprehensive Multiple-Choice Test Results
Mean Scale Score by LEA - Reading

State Mean	Mean Score*	1999 LEA Performance
	172.5	Chapel Hill-Carrboro City
	...	
	171.7	Woods Charter**
	...	
	169.5	Watauga
	...	
	168.9	Elkin City, Transylvania
	168.7	Asheville City
	168.5	Wake
	...	
	168.1	River Mill Charter**
	...	
	167.5	Henderson, Shelby City
	167.3	Graham
	167.1	Buncombe, Dare, New Hanover
	166.9	Mooresville City
	166.7	Asheboro City, Cabarrus, Yancey
	166.5	Clay, Clinton City, Haywood, Hickory City, Polk
	166.3	Cherokee, Macon, Union, Winston-Salem/Forsyth
	166.1	Ashe, Avery, Guilford, Orange, Swain
	165.9	Davie, Onslow, Pitt
	165.7	Alexander, Burke
	165.5	Iredell-Statesville, Moore
	165.3	Carteret, Davidson, Jackson
	165.1	Durham, Johnston, McDowell, Mount Airy City, Surry
1999 State	164.9	Whiteville City, Wilkes
	164.7	Alamance-Burlington, Alleghany, Catawba, Lee, Pender
	164.5	Currituck, Gaston
	164.3	Charlotte/Mecklenburg, Chatham, Granville, Kannapolis City, Madison, Mitchell
	164.1	Cumberland, Randolph, Roanoke Rapids City, Rockingham
	163.9	Craven
	163.7	Caldwell, Harnett, Lenoir, Lincoln, Rutherford, Tyrrell, Wayne, New Century School**
	163.5	Brunswick, Camden, Duplin, Perquimans, Rowan-Salisbury, Stanly
1998 State	163.3	Beaufort, Elizabeth City/Pasquotank, Newton Conover City
	163.1	Cleveland, Kings Mountain City, Lexington City, Martin, Scotland, Wilson, Yadkin
	162.9	Edenton/Chowan
	162.7	Franklin, Stokes
	162.5	Nash-Rocky Mount, Person
	162.3	Gates, Greene, Thomasville City
	162.1	Columbus, Montgomery, Richmond, Sampson
	161.9	Edgecombe, Jones
	161.7	Caswell, Warren
	161.5	Hyde
	161.3	Pamlico
	...	
	160.7	Anson, Bladen
	...	
	160.1	Washington
	159.9	Northampton, Vance
	159.7	Hertford, Robeson
	159.5	Bertie, Halifax
	159.3	Weldon City
	...	
	158.9	Hoke
	...	
	157.3	NC School of Maritime Studies**
	...	
	150.5	Right Step**
	...	
	148.5	Lakeside School**
	...	
	147.3	Laurinburg**
	†	J.H. Baker Jr High**

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Notes: *Scale scores from the region tables are rounded up to the nearest two-tenths of a point. †Data are not reported where number tested is fewer than five.
**Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the Append
Data received from LEAs after October 15, 1999 are not included in this table.

Table 12. 1998-99 North Carolina High School Comprehensive Multiple-Choice Test Results
Mean Scale Score by LEA - Mathematics

State Mean	Mean Score*	1999 LEA Performance
	189.5	Chapel Hill-Carrboro City
	...	
	183.5	Elkin City, Transylvania
	183.0	Watauga
	182.5	Wake
	...	
	181.5	Asheville City
	181.0	Buncombe, Dare, Graham
	...	
	180.0	Haywood, Henderson
	179.5	Ashe, Cherokee, Macon
	179.0	Clay, New Hanover
	178.5	Alexander, Asheboro City, Cabarrus, Davie, Guilford, Hickory City, Orange, Pitt, Shelby City, Union
	178.0	Avery, Catawba, Currituck, River Mill Charter**, Roanoke Rapids City, Winston-Salem/Forsyth, Woods Charter**
	177.5	Davidson, Durham, Iredell-Statesville, Johnston, Moore, Polk
	177.0	Alleghany, Charlotte/Mecklenburg, Madison, Mooresville City, Mount Airy City, New Century School**, Onslow, Surry, Swain, Wilkes
1999 State	176.5	Burke, Carteret, Jackson, Newton Conover City, Yancey
	176.0	Alamance-Burlington, Chatham, Lenoir, Lincoln
	175.5	Clinton City, McDowell, Pender, Perquimans, Randolph, Stanly, Wilson
	175.0	Caldwell, Camden, Craven, Gaston, Lee, Lexington City, Rockingham
1998 State	174.5	Granville, Greene, Harnett, Kannapolis City, Rowan-Salisbury, Stokes, Whiteville City, Yadkin
	174.0	Beaufort, Brunswick, Edgecombe, Franklin, Martin, Mitchell, Rutherford, Scotland
	173.5	Duplin, Elizabeth City/Pasquotank, Tyrrell, Wayne
	173.0	Cleveland, Cumberland, Kings Mountain City, Nash-Rocky Mount, Pamlico, Person
	172.5	Edenton/Chowan, Montgomery, Sampson
	172.0	Columbus, Gates
	171.5	Anson, Thomasville City
	171.0	Warren, Washington
	170.5	Jones, Richmond, Vance
	169.5	Bladen, Caswell, Hyde, Northampton
	169.0	Robeson
	168.0	Hoke
	167.5	Bertie
	167.0	Halifax, Hertford
	166.0	NC School of Maritime Studies**, Weldon City
	...	
	159.0	Right Step**
	158.5	Laurinburg**
	†	J.H. Baker Jr High**, Lakeside School**

Notes: *Scale scores from the region tables are rounded up to the nearest five-tenths of a point. †Data are not reported where number tested is fewer than five.
**Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the Appendix.
Data received from LEAs after October 15, 1999 are not included in this table.

Table 13a. 1998-99 Multiple-Choice Test Results for LEAs
North Carolina High School Comprehensive Test
Reading
Western Region

	Total			American Indian		Asian		Black		Hispanic		Multi-Racial		White	
	Number Tested	Mean Scale Score	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV
State	75,660	164.8	61.1	1,028	42.8	1,413	60.2	20,811	38.4	1,411	48.5	474	65.8	50,186	71.1
Western Region	6,072	166.4	68.2	74	58.1	45	66.7	377	40.6	69	59.4	29	48.3	5,478	70.4
Buncombe	1,584	167.1	70.6	7	85.7	21	66.7	76	52.6	24	70.8	13	53.8	1,443	71.7
Asheville City	298	168.6	74.2	1	*	1	*	95	45.3	12	66.7	3	*	186	89.8
Cherokee	238	166.3	71.8	7	71.4	1	*	1	*	3	*	2	*	224	71.9
Clay	95	166.4	64.2	0	*	0	*	0	*	0	*	0	*	95	64.2
Graham	72	167.2	70.8	10	60.0	0	*	0	*	0	*	0	*	62	72.6
Haywood	459	166.4	69.1	2	*	0	*	7	57.1	2	*	2	*	446	69.3
Henderson	744	167.4	72.2	1	*	8	87.5	43	25.6	13	53.8	5	40.0	674	75.7
Jackson	263	165.2	63.5	15	53.3	2	*	3	*	2	*	0	*	241	64.7
Macon	243	166.2	67.5	1	*	2	*	4	*	1	*	0	*	235	68.1
Madison	154	164.3	53.2	0	*	0	*	1	*	0	*	0	*	153	53.6
McDowell	410	165.1	62.9	1	*	9	33.3	21	61.9	0	*	0	*	379	63.6
Mitchell	157	164.3	58.6	0	*	1	*	0	*	0	*	0	*	156	59.0
Polk	131	166.4	71.0	1	*	0	*	11	45.5	4	*	0	*	115	74.8
Rutherford	651	163.7	57.3	0	*	0	*	96	25.0	4	*	0	*	551	63.3
Swain	125	166.1	68.0	26	50.0	0	*	0	*	2	*	2	*	95	74.7
Transylvania	284	168.9	82.7	2	*	0	*	16	62.5	0	*	2	*	264	84.1
Yancey	164	166.6	70.1	0	*	0	*	3	*	2	*	0	*	159	71.1

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Notes: *Data are not reported where number tested is fewer than five
The ethnic categories may not sum to the "Total Number Tested" because students may not have coded in an ethnic category.
**Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the Appendix.
Data received from LEAs after October 15, 1999 are not included in this table.

Table 13b. 1998-99 Multiple-Choice Test Results for LEAs
North Carolina High School Comprehensive Test
Reading
Northwest Region

	Total			American Indian		Asian		Black		Hispanic		Multi-Racial		White	
	Number Tested	Mean Scale Score	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV
State	**75,660**	**164.8**	**61.1**	**1,028**	**42.8**	**1,413**	**60.2**	**20,811**	**38.4**	**1,411**	**48.5**	**474**	**65.8**	**50,186**	**71.1**
Northwest Region	**12,034**	**165.3**	**63.4**	**20**	**40.0**	**266**	**42.5**	**1,704**	**38.9**	**226**	**38.5**	**46**	**60.9**	**9,765**	**68.9**
Alexander	308	165.7	63.6	0	*	8	37.5	19	31.6	3	*	0	*	278	66.5
Alleghany	103	164.7	63.1	0	*	0	*	0	*	2	*	0	*	101	64.4
Ashe	222	166.0	66.7	0	*	0	*	2	*	1	*	0	*	219	66.7
Avery	162	166.1	70.4	0	*	0	*	0	*	1	*	1	*	160	70.0
Burke	827	165.6	64.2	4	*	81	39.5	59	35.6	17	52.9	2	*	664	70.5
Caldwell	761	163.7	57.4	0	*	3	*	51	25.5	7	28.6	3	*	697	60.0
Catawba	991	164.6	59.9	1	*	52	30.8	65	38.5	20	20.0	5	60.0	848	64.3
Hickory City	275	166.4	66.9	0	*	22	45.5	46	28.3	10	40.0	0	*	197	79.7
Newton Conover City	210	163.3	56.2	0	*	17	23.5	41	39.0	9	55.6	1	*	142	64.8
Davidson	1,157	165.3	65.1	5	60.0	9	55.6	20	40.0	9	44.4	3	*	1,111	65.7
Lexington City	147	163.1	51.0	0	*	11	45.5	66	33.3	4	*	3	*	63	69.8
Thomasville City	122	162.2	50.0	1	*	0	*	55	38.2	11	18.2	1	*	54	70.4
Davie	347	165.9	66.9	0	*	4	*	30	50.0	3	*	0	*	310	69.0
Winston-Salem/Forsyth	2,648	166.2	65.0	3	*	20	70.0	880	40.5	58	36.2	17	70.6	1,669	78.9
Iredell-Statesville	960	165.5	65.1	1	*	20	45.0	191	37.7	12	58.3	1	*	729	73.1
Mooresville City	238	166.8	71.8	0	*	7	100.0	41	39.0	3	*	0	*	187	78.1
Stokes	463	162.7	52.7	3	*	2	*	23	30.4	4	*	2	*	429	54.5
Surry	518	165.0	64.3	0	*	1	*	33	36.4	19	21.1	1	*	464	68.3
Elkin City	83	168.9	74.7	0	*	0	*	5	40.0	1	*	0	*	77	77.9
Mount Airy City	130	165.1	62.3	1	*	7	28.6	11	18.2	1	*	0	*	110	70.0
Watauga	347	169.4	79.8	1	*	1	*	5	60.0	3	*	2	*	335	80.3
Wilkes	665	164.9	62.4	0	*	1	*	42	52.4	10	50.0	2	*	610	63.3
Yadkin	350	163.1	55.7	0	*	0	*	19	47.4	18	50.0	2	*	311	56.6

Notes: *Data are not reported where number tested is fewer than five.
The ethnic categories may not sum to the "Total Number Tested" because students may not have coded in an ethnic category.
**Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the Appendix.
Data received from LEAs after December 15, 1999 are not included in this table.

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Table 13c. 1998-99 Multiple-Choice Test Results for LEAs
North Carolina High School Comprehensive Test
Reading
Southwest Region

	Total			American Indian		Asian		Black		Hispanic		Multi-Racial		White	
	Number Tested	Mean Scale Score	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV
State	**75,660**	**164.8**	**61.1**	**1,028**	**42.8**	**1,413**	**60.2**	**20,811**	**38.4**	**1,411**	**48.5**	**474**	**65.8**	**50,186**	**71.1**
Southwest Region	**15,740**	**164.2**	**58.5**	**108**	**41.7**	**417**	**57.1**	**4,320**	**34.1**	**273**	**46.2**	**58**	**67.2**	**10,552**	**69.0**
Anson	247	160.7	44.1	0	*	1	*	147	33.3	0	*	0	*	99	59.6
Cabarrus	1,117	166.6	68.8	6	100.0	11	90.9	117	36.8	17	35.3	4	*	962	72.7
Kannapolis City	232	164.2	59.5	0	*	6	33.3	73	43.8	4	*	1	*	148	69.6
Cleveland	583	163.1	57.1	1	*	1	*	122	40.2	4	*	2	*	453	61.6
Kings Mountain City	252	163.1	54.8	0	*	7	71.4	71	36.6	0	*	2	*	172	62.2
Shelby City	167	167.5	70.1	0	*	3	*	68	51.5	0	*	1	*	95	83.2
Gaston	1,712	164.5	59.3	8	25.0	30	53.3	326	34.7	20	55.0	9	55.6	1,313	65.9
Hoke	316	158.8	32.9	25	16.0	1	*	173	20.8	4	*	6	100.0	107	52.3
Lincoln	646	163.6	57.0	1	*	4	*	56	26.8	21	42.9	1	*	562	60.5
Charlotte/Mecklenburg	5,554	164.2	58.0	16	62.5	287	55.1	1,991	34.0	128	46.9	19	63.2	3,112	74.1
Montgomery	264	162.0	49.6	0	*	8	75.0	84	23.8	11	36.4	0	*	161	62.7
Moore	678	165.5	64.0	4	*	4	*	160	35.6	13	30.8	3	*	491	73.9
Richmond	519	162.0	48.9	5	20.0	9	66.7	228	32.9	4	*	0	*	273	62.3
Rowan-Salisbury	1,215	163.4	55.6	3	*	16	43.8	227	26.9	19	63.2	4	*	945	62.8
Scotland	374	163.0	52.7	33	48.5	3	*	163	36.2	1	*	0	*	174	68.4
Laurinburg**	6	147.2	0.0	0	*	0	*	6	0.0	0	*	0	*	0	*
Stanly	637	163.4	58.2	2	*	19	42.1	107	42.1	5	20.0	1	*	503	62.6
Union	1,221	166.3	68.5	4	*	7	71.4	201	41.3	22	50.0	5	80.0	982	74.4

Notes: *Data are not reported where number tested is fewer than five.
The ethnic categories may not sum to the "Total Number Tested" because students may not have coded in an ethnic category.
**Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the Appendix.
Data received from LEAs after October 15, 1999 are not included in this table.

Table 13d. 1998-99 Multiple-Choice Test Results for LEAs
North Carolina High School Comprehensive Test
Reading
Northeast Region

	Total			American Indian		Asian		Black		Hispanic		Multi-Racial		White	
	Number Tested	Mean Scale Score	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV
State	**75,660**	**164.8**	**61.1**	**1,028**	**41.8**	**1,413**	**60.2**	**20,811**	**38.4**	**1,411**	**48.5**	**474**	**65.8**	**50,186**	**71.1**
Northeast Region	**5,468**	**163.0**	**52.4**	**30**	**50.0**	**36**	**72.2**	**2,746**	**36.0**	**44**	**40.9**	**16**	**75.0**	**2,593**	**69.6**
Beaufort	446	163.2	51.6	0	*	2	*	183	31.1	4	*	0	*	257	66.5
Bertie	253	159.5	34.4	0	*	0	*	216	31.0	0	*	1	*	36	52.8
Camden	88	163.5	54.5	0	*	1	*	21	28.6	0	*	0	*	66	62.1
Edenton/Chowan	157	162.9	53.5	0	*	0	*	85	40.0	2	*	0	*	70	71.4
Currituck	213	164.4	58.7	1	*	1	*	23	39.1	2	*	1	*	185	60.5
Dare	306	167.0	72.5	1	*	1	*	14	50.0	7	57.1	1	*	281	74.0
Edgecombe	483	161.8	47.2	0	*	1	*	282	38.7	7	42.9	1	*	190	60.5
Gates	139	162.2	52.5	0	*	0	*	75	40.0	0	*	0	*	64	67.2
Halifax	320	159.4	34.1	22	40.9	0	*	285	33.0	1	*	3	*	9	33.3
Roanoke Rapids City	189	164.1	61.4	4	*	5	80.0	34	55.9	2	*	0	*	144	62.5
Weldon City	59	159.2	35.6	[illegible]	*	0	*	56	35.7	0	*	0	*	3	*
Hertford	279	159.7	38.7	0	*	0	*	217	30.9	0	*	1	*	61	65.6
Hyde	55	161.4	45.5	0	*	0	*	22	22.7	0	*	0	*	33	60.6
Martin	326	163.0	48.8	0	*	0	*	169	30.8	2	*	0	*	155	[illegible]
Northampton	251	159.9	37.8	0	*	0	*	215	31.2	0	*	0	*	36	77.8
Elizabeth City/Pasquotank	366	163.3	54.4	1	*	3	*	179	40.2	4	*	1	*	178	67.4
Perquimans	115	163.5	57.4	0	*	0	*	40	37.5	0	*	2	*	73	68.5
Pitt	1,184	165.8	64.7	1	*	20	75.0	471	44.2	12	41.7	3	*	677	79.0
Right Step**	6	150.5	16.7	0	*	0	*	6	16.7	0	*	0	*	0	*
Tyrrell	57	163.6	54.4	0	*	1	*	31	41.9	0	*	0	*	25	72.0
Washington	176	160.1	42.0	0	*	1	*	122	33.3	1	*	2	*	50	70.0

Notes *Data are not reported where number tested is fewer than five

The ethnic categories may not sum to the "Total Number Tested" because students may not have coded in an ethnic category

**Denotes a charter school For reporting purposes the charter school name has been abbreviated The complete charter school name can be found in the Appendix

Data received from LEAs after October 15, 1999 are not included in this table

Table 13e. 1998-99 Multiple-Choice Test Results for LEAs
North Carolina High School Comprehensive Test
Reading
Southeast Region

	Total			American Indian		Asian		Black		Hispanic		Multi-Racial		White	
	Number Tested	Mean Scale Score	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV
State	**75,660**	**164.8**	**61.1**	**1,028**	**42.8**	**1,413**	**60.2**	**20,811**	**38.4**	**1,411**	**48.5**	**474**	**65.8**	**50,186**	**71.1**
Southeast Region	**14,347**	**163.8**	**57.8**	**700**	**39.7**	**153**	**68.0**	**5,166**	**40.1**	**376**	**57.7**	**123**	**69.1**	**7,812**	**70.7**
Bladen	389	160.7	41.4	5	80.0	2	*	188	22.9	1	*	3	*	192	57.8
Brunswick	606	163.5	55.6	4	*	2	*	164	34.1	6	33.3	0	*	430	64.0
Carteret	623	165.3	63.9	2	*	4	*	78	35.9	7	85.7	3	*	527	67.9
Maritime Studies**	7	157.3	42.9	1	*	0	*	1	*	0	*	0	*	5	60.0
Columbus	491	162.1	48.7	27	40.7	0	*	216	34.3	1	*	1	*	246	62.6
Whiteville City	174	164.8	68.4	2	*	0	*	69	44.9	0	*	0	*	103	84.5
Craven	914	163.9	57.9	5	80.0	7	42.9	300	34.3	20	70.0	2	*	579	69.6
Cumberland	3,195	164.1	59.6	59	47.5	59	69.5	1,473	46.6	174	62.1	29	72.4	1,400	72.8
Duplin	487	163.4	57.3	0	*	0	*	198	41.9	26	30.8	1	*	262	71.4
Greene	192	162.2	52.6	0	*	0	*	110	41.8	6	33.3	0	*	76	69.7
Jones	98	161.9	49.0	0	*	0	*	56	37.5	0	*	0	*	42	64.3
Lenoir	650	163.7	57.1	4	*	2	*	320	44.4	5	20.0	1	*	318	71.4
New Hanover	1,349	167.0	70.7	8	75.0	11	90.9	296	44.3	12	66.7	5	100.0	1,017	78.1
Onslow	1,414	165.9	67.1	2	*	32	65.6	320	45.9	44	68.2	57	70.2	958	74.0
Pamlico	158	161.3	43.7	1	*	0	*	70	24.3	2	*	0	*	85	60.0
Pender	385	164.6	57.7	0	*	1	*	122	35.2	6	50.0	1	*	255	69.0
Robeson	1,338	159.7	39.7	570	37.0	11	81.8	403	27.0	9	33.3	4	*	335	57.9
Sampson	490	162.0	49.2	2	*	0	*	202	31.7	22	45.5	4	*	260	63.1
Clinton City	151	166.5	69.5	8	50.0	1	*	60	45.0	5	60.0	3	*	68	91.2
Wayne	1,236	163.7	59.0	0	*	21	66.7	520	41.9	30	63.3	11	63.6	654	72.0

Notes: *Data are not reported where number tested is fewer than five.

The ethnic categories may not sum to the "Total Number Tested" because students may not have coded in an ethnic category.

**Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the Appendix.

Data received from LEAs after October 15, 1999 are not included in this table.

Table 13f. 1998-99 Multiple-Choice Test Results for LEAs
North Carolina High School Comprehensive Test
Reading
Central Region

	Total			American Indian		Asian		Black		Hispanic		Multi-Racial		White	
	Number Tested	Mean Scale Score	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV
State	**75,660**	**164.8**	**61.1**	**1,028**	**42.8**	**1,413**	**60.2**	**20,811**	**38.4**	**1,411**	**48.5**	**474**	**65.8**	**50,186**	**71.1**
Central Region	**21,999**	**165.7**	**64.0**	**96**	**53.1**	**496**	**68.3**	**6,498**	**40.7**	**423**	**46.3**	**202**	**66.3**	**13,986**	**75.0**
Alamance-Burlington	1,143	164.7	61.4	3	*	15	26.7	239	36.8	24	54.2	2	*	860	69.2
Lakeside**	5	148.4	0.0	0	*	0	*	2	*	0	*	0	*	3	*
River Mill**	14	168.0	71.4	0	*	0	*	0	*	0	*	1	*	13	69.2
Caswell	242	161.6	48.3	0	*	0	*	126	38.9	1	*	0	*	115	59.1
Chatham	400	164.2	55.3	0	*	1	*	94	29.8	8	12.5	1	*	296	64.2
Woods**	12	171.6	83.3	1	*	0	*	0	*	0	*	1	*	9	88.9
Durham	1,648	165.1	61.5	4	*	43	72.1	785	43.1	33	48.5	21	47.6	759	81.2
Franklin	446	162.7	50.7	4	*	0	*	191	30.9	5	0.0	3	*	243	67.5
Granville	402	164.2	59.7	0	*	2	*	130	38.5	3	*	1	*	266	69.9
Guilford	3,651	166.0	65.2	17	41.2	139	52.5	1,226	44.9	42	59.5	29	65.5	2,196	77.6
Harnett	977	163.7	57.4	10	30.0	8	87.5	299	36.1	26	30.8	9	77.8	624	68.6
Johnston	1,073	165.1	63.7	4	*	6	50.0	198	42.9	33	45.5	2	*	830	69.4
Lee	519	164.7	62.0	2	*	5	20.0	144	34.0	37	48.6	2	*	329	76.6
Nash-Rocky Mount	1,225	162.5	51.3	5	20.0	9	66.7	620	33.4	17	23.5	1	*	573	71.6
Orange	362	166.0	64.1	1	*	1	*	71	40.8	3	*	2	*	282	69.9
Chapel Hill-Carrboro City	619	172.5	85.5	0	*	35	91.4	87	42.5	13	53.8	4	*	480	93.5
New Century**	20	163.7	55.0	0	*	1	*	1	*	0	*	0	*	14	57.1
Person	358	162.4	50.3	2	*	0	*	121	33.9	5	40.0	0	*	230	59.1
Randolph	935	164.0	59.3	2	*	3	*	48	45.8	21	28.6	2	*	859	60.8
Asheboro City	218	166.6	66.1	1	*	4	*	40	45.0	14	35.7	1	*	158	74.1
Rockingham	819	164.1	59.0	3	*	10	80.0	205	40.5	10	40.0	2	*	589	65.4
Vance	416	159.9	39.7	1	*	2	*	249	28.5	3	*	3	*	158	57.0
Wake	5,515	168.5	75.4	27	77.8	205	78.5	1,109	49.2	114	54.4	115	69.6	3,661	83.8
J.H. Baker Jr High**	1	*	*	0	*	0	*	1	*	0	*	0	*	0	*
Warren	211	161.7	46.4	9	33.3	0	*	150	42.7	0	*	0	*	51	58.8
Wilson	768	163.0	53.1	0	*	7	42.9	362	33.4	11	63.6	0	*	388	71.4

Notes: *Data are not reported where number tested is fewer than five.

The ethnic categories may not sum to the "Total Number Tested" because students may not have coded in an ethnic category.

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Data received from LEAs after October 15, 1999 are not included in this table.

Table 14a. 1998-99 Multiple-Choice Test Results for LEAs
North Carolina High School Comprehensive Test
Mathematics
Western Region

	Total			American Indian		Asian		Black		Hispanic		Multi-Racial		White	
	Number Tested	Mean Scale Score	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV
State	**75,527**	**176.3**	**61.4**	**1,012**	**44.9**	**1,412**	**70.7**	**20,751**	**36.8**	**1,409**	**50.2**	**484**	**60.5**	**50,107**	**71.9**
Western Region	**6,055**	**178.7**	**68.8**	**74**	**56.8**	**45**	**71.1**	**374**	**41.4**	**69**	**59.4**	**30**	**66.7**	**5,463**	**71.0**
Buncombe	1,581	180.7	73.4	7	100.0	21	81.0	74	50.0	24	70.8	15	73.3	1,440	74.4
Asheville City	295	181.2	71.2	1	*	1	*	93	41.9	12	66.7	3	*	185	85.4
Cherokee	238	179.2	68.1	7	42.9	1	*	1	*	3	*	2	*	224	68.8
Clay	95	178.8	68.4	0	*	0	*	0	*	0	*	0	*	95	68.4
Graham	72	180.8	81.9	10	90.0	0	*	0	*	0	*	0	*	62	80.6
Haywood	458	179.7	74.2	2	*	0	*	7	57.1	2	*	2	*	445	74.8
Henderson	742	179.7	72.0	1	*	8	100.0	43	34.9	13	46.2	4	*	673	74.9
Jackson	263	176.5	64.6	15	53.3	2	*	3	*	2	*	0	*	241	66.0
Macon	240	179.3	74.2	1	*	2	*	4	*	1	*	0	*	232	75.0
Madison	154	176.8	61.7	0	*	0	*	1	*	0	*	0	*	153	61.4
McDowell	407	175.1	56.5	1	*	9	22.2	21	47.6	0	*	0	*	376	58.0
Mitchell	157	173.9	56.1	0	*	1	*	0	*	0	*	0	*	156	56.4
Polk	131	177.3	68.7	1	*	0	*	11	63.6	4	*	0	*	115	68.7
Rutherford	650	173.8	55.4	0	*	0	*	97	26.8	4	*	0	*	549	60.7
Swain	125	176.8	61.6	26	38.5	0	*	0	*	2	*	2	*	95	67.4
Transylvania	283	183.4	85.2	2	*	0	*	16	68.8	0	*	2	*	263	86.3
Yancey	164	176.2	66.5	0	*	0	*	3	*	2	*	0	*	159	67.3

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Notes: * Data are not reported where number tested is fewer than five.
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Data received from LEAs after October 15, 1999 are not included in this table.

Table 14b. 1998-99 Multiple-Choice Test Results for LEAs
North Carolina High School Comprehensive Test
Mathematics
Northwest Region

	Total			American Indian		Asian		Black		Hispanic		Multi-Racial		White	
	Number Tested	Mean Scale Score	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV
State	**75,527**	**176.3**	**61.4**	**1,012**	**44.9**	**1,412**	**70.7**	**20,751**	**36.8**	**1,409**	**50.2**	**484**	**60.5**	**50,107**	**71.9**
Northwest Region	**12,026**	**177.2**	**65.2**	**19**	**52.6**	**263**	**52.9**	**1,706**	**37.3**	**223**	**43.5**	**46**	**43.5**	**9,762**	**71.0**
Alexander	309	178.5	71.2	0	•	8	50.0	19	31.6	3	•	0	•	279	74.6
Alleghany	103	176.6	64.1	0	•	0	•	0	•	2	•	0	•	101	64.4
Ashe	221	179.3	70.1	0	•	0	•	2	•	1	•	0	•	218	70.2
Avery	162	177.7	72.8	0	•	0	•	0	•	1	•	1	•	160	72.5
Burke	827	176.4	62.6	4	•	81	44.4	59	33.9	17	58.8	2	•	664	67.8
Caldwell	755	175.0	59.5	0	•	3	•	50	30.0	7	28.6	3	•	692	61.7
Catawba	993	178.0	67.3	1	•	51	41.2	65	38.5	20	50.0	5	40.0	851	71.7
Hickory City	277	178.4	66.4	0	•	22	63.6	47	25.5	10	20.0	1	•	197	79.2
Newton Conover City	207	176.1	61.8	0	•	16	56.3	41	48.8	8	62.5	1	•	141	66.7
Davidson	1,156	177.1	69.5	5	60.0	9	55.6	20	55.0	9	44.4	3	•	1,110	70.1
Lexington City	147	174.7	57.1	0	•	11	36.4	66	42.4	4	•	3	•	63	77.8
Thomasville City	121	171.4	46.3	1	•	0	•	54	25.9	11	18.2	1	•	54	74.1
Davie	349	178.2	68.5	0	•	4	•	30	40.0	3	•	0	•	312	71.8
Winston-Salem/Forsyth	2,639	178.0	64.6	3	•	20	80.0	878	39.3	56	41.1	16	43.8	1,665	78.8
Iredell-Statesville	961	177.2	65.7	1	•	19	63.2	193	37.8	13	46.2	1	•	728	73.2
Mooresville City	238	176.8	62.6	0	•	7	100.0	42	28.6	3	•	0	•	186	69.4
Stokes	468	174.3	56.8	2	•	2	•	25	16.0	4	•	2	•	433	60.3
Surry	518	176.7	64.1	0	•	1	•	33	18.2	19	52.6	1	•	464	67.9
Elkin City	83	183.3	84.3	0	•	0	•	5	80.0	1	•	0	•	77	84.4
Mount Airy City	130	177.0	66.2	1	•	7	57.1	11	18.2	1	•	0	•	110	72.7
Watauga	345	182.6	77.7	1	•	1	•	5	60.0	3	•	2	•	333	78.4
Wilkes	666	176.9	66.1	0	•	1	•	42	38.1	10	50.0	2	•	611	68.2
Yadkin	351	174.2	58.1	0	•	0	•	19	36.8	17	47.1	2	•	313	60.1

Notes: * Data are not reported where number tested is fewer than five.
The ethnic categories may not sum to the "Total Number Tested" because students may not have coded in an ethnic category.
** Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the Appendix.
Data received from LEAs after October 15, 1999 are not included in this table.

Table 14c. 1998-99 Multiple-Choice Test Results for LEAs
North Carolina High School Comprehensive Test
Mathematics
Southwest Region

	Total			American Indian		Asian		Black		Hispanic		Multi-Racial		White	
	Number Tested	Mean Scale Score	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV
State	**75,527**	**176.3**	**61.4**	**1,012**	**44.9**	**1,412**	**70.7**	**20,751**	**36.8**	**1,409**	**50.2**	**484**	**60.5**	**50,107**	**71.9**
Southwest Region	**15,681**	**175.6**	**59.2**	**106**	**44.3**	**416**	**69.0**	**4,308**	**32.6**	**277**	**43.0**	**59**	**61.0**	**10,503**	**70.3**
Anson	245	171.4	47.8	0	•	1	•	146	32.9	0	•	0	•	98	69.4
Cabarrus	1,108	178.4	70.6	6	83.3	11	100.0	116	41.4	17	35.3	4	•	954	74.2
Kannapolis City	232	174.5	58.2	0	•	6	33.3	73	42.5	4	•	1	•	148	67.6
Cleveland	582	172.9	52.1	1	•	1	•	122	32.8	3	•	2	•	453	57.4
Kings Mountain City	250	172.6	49.6	0	•	7	85.7	70	21.4	0	•	2	•	171	59.6
Shelby City	168	178.4	61.3	0	•	3	•	69	42.0	0	•	1	•	95	74.7
Gaston	1,707	174.9	59.7	8	37.5	30	60.0	324	30.2	20	45.0	9	44.4	1,310	67.5
Hoke	325	167.9	33.8	26	11.5	2	•	178	21.3	4	•	6	83.3	109	56.9
Lincoln	641	175.6	59.9	1	•	4	•	56	39.3	22	31.8	1	•	556	63.1
Charlotte/Mecklenburg	5,516	176.7	59.4	15	66.7	284	67.3	1,977	31.8	130	45.4	20	60.0	3,089	77.0
Montgomery	264	172.5	48.9	0	•	8	75.0	84	22.6	11	45.5	0	•	161	61.5
Moore	678	177.1	64.0	4	•	4	•	160	35.0	13	38.5	3	•	491	73.5
Richmond	518	170.4	43.4	5	60.0	9	77.8	228	27.6	4	•	0	•	272	55.5
Rowan-Salisbury	1,220	174.4	58.1	3	•	17	52.9	230	34.3	21	47.6	4	•	944	64.4
Scotland	372	173.8	56.5	31	58.1	3	•	164	43.9	1	•	0	•	173	67.6
Laurinburg**	6	158.3	0.0	0	•	0	•	6	0.0	0	•	0	•	0	•
Stanly	631	175.5	61.2	2	•	19	73.7	105	39.0	5	60.0	1	•	499	65.3
Union	1,218	178.1	68.4	4	•	7	100.0	200	38.5	22	40.9	5	60.0	980	75.1

Notes: * Data are not reported where number tested is fewer than five.
The ethnic categories may not sum to the "Total Number Tested" because students may not have coded in an ethnic category.
** Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the Appendix.
Data received from LEAs after October 15, 1999 are not included in this table.

Table 14d. 1998-99 Multiple-Choice Test Results for LEAs
North Carolina High School Comprehensive Test
Mathematics
Northeast Region

	Total			American Indian		Asian		Black		Hispanic		Multi-Racial		White	
	Number Tested	Mean Scale Score	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV
State	**75,527**	**176.3**	**61.4**	**1,012**	**44.9**	**1,412**	**70.7**	**20,751**	**36.8**	**1,409**	**50.2**	**484**	**60.5**	**50,107**	**71.9**
Northeast Region	**5,461**	**173.8**	**53.3**	**28**	**53.6**	**36**	**86.1**	**2,737**	**34.1**	**45**	**51.1**	**17**	**76.5**	**2,595**	**73.1**
Beaufort	445	173.7	55.3	0	*	2	*	183	33.3	4	*	0	*	256	71.1
Bertie	254	167.4	31.9	0	*	0	*	217	26.7	0	*	1	*	36	61.1
Camden	88	174.9	52.3	0	*	1	*	21	33.3	0	*	0	*	66	57.6
Edenton/Chowan	157	172.5	51.0	0	*	0	*	85	38.8	2	*	0	*	70	67.1
Currituck	214	177.6	66.8	1	*	1	*	23	39.1	2	*	1	*	186	69.9
Dare	308	180.9	74.4	1	*	1	*	14	57.1	7	71.4	1	*	283	75.3
Edgecombe	484	173.8	53.3	0	*	1	*	280	40.7	7	85.7	1	*	193	70.5
Gates	139	172.0	54.0	0	*	0	*	75	40.0	0	*	0	*	64	70.3
Halifax	321	167.0	29.9	20	40.0	0	*	287	28.2	1	*	3	*	10	50.0
Roanoke Rapids City	190	177.7	67.9	4	*	5	100.0	34	52.9	3	*	0	*	144	70.1
Weldon City	60	165.8	30.0	0	*	0	*	57	31.6	0	*	0	*	3	*
Hertford	279	166.6	30.1	0	*	0	*	217	23.0	0	*	1	*	61	54.1
Hyde	55	169.3	34.5	0	*	0	*	22	13.6	0	*	0	*	33	48.5
Martin	326	173.6	54.6	0	*	0	*	169	35.5	2	*	0	*	155	75.5
Northampton	251	169.2	36.3	0	*	0	*	215	29.3	0	*	0	*	36	77.8
Elizabeth City/Pasquotank	359	173.3	54.0	1	*	3	*	174	35.1	4	*	2	*	175	71.4
Perquimans	115	175.5	60.9	0	*	0	*	40	35.0	0	*	2	*	73	75.3
Pitt	1,176	178.1	65.2	1	*	20	90.0	464	41.4	12	25.0	3	*	676	81.4
Right Step**	6	159.0	0.0	0	*	0	*	6	0.0	0	*	0	*	0	*
Tyrrell	57	173.5	50.9	0	*	1	*	31	38.7	0	*	0	*	25	68.0
Washington	177	170.6	44.6	0	*	1	*	123	32.5	1	*	2	*	50	74.0

Notes: * Data are not reported where number tested is fewer than five.
The ethnic categories may not sum to the "Total Number Tested" because students may not have coded in an ethnic category.
** Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the Appendix.
Data received from LEAs after October 15, 1999 are not included in this table.

Table 14e. 1998-99 Multiple-Choice Test Results for LEAs
North Carolina High School Comprehensive Test
Mathematics
Southeast Region

	Total			American Indian		Asian		Black		Hispanic		Multi-Racial		White	
	Number Tested	Mean Scale Score	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV
State	**75,527**	**176.3**	**61.4**	**1,012**	**44.9**	**1,412**	**70.7**	**20,751**	**36.8**	**1,409**	**50.2**	**484**	**60.5**	**50,107**	**71.9**
Southeast Region	**14,322**	**173.9**	**55.8**	**691**	**41.5**	**153**	**73.9**	**5,154**	**37.0**	**375**	**56.3**	**127**	**59.8**	**7,805**	**69.0**
Bladen	392	169.4	39.8	5	60.0	2	*	192	20.8	1	*	1	*	191	57.1
Brunswick	600	173.9	55.2	4	*	2	*	158	35.4	6	50.0	0	*	430	62.1
Carteret	622	176.5	66.4	2	*	4	*	77	35.1	7	85.7	3	*	527	71.2
Maritime Studies**	7	165.9	57.1	1	*	0	*	1	*	0	*	0	*	5	80.0
Columbus	493	171.6	51.3	27	59.3	0	*	216	36.6	1	*	1	*	248	63.3
Whiteville City	174	174.3	59.8	2	*	0	*	69	40.6	0	*	0	*	103	72.8
Craven	903	175.0	60.2	5	60.0	7	71.4	293	38.6	20	75.0	2	*	575	70.6
Cumberland	3,195	172.9	52.2	60	45.0	58	67.2	1,472	37.7	177	58.8	30	46.7	1,397	66.5
Duplin	490	173.3	54.1	0	*	0	*	199	35.7	27	40.7	1	*	263	69.2
Greene	193	174.5	60.6	0	*	0	*	111	49.5	6	83.3	0	*	76	75.0
Jones	96	170.4	44.8	0	*	0	*	55	32.7	0	*	0	*	41	61.0
Lenoir	646	175.7	60.8	4	*	2	*	319	48.3	5	20.0	1	*	315	74.6
New Hanover	1,347	178.7	68.1	8	75.0	11	90.9	296	37.5	11	54.5	6	83.3	1,015	76.7
Onslow	1,420	177.0	65.9	2	*	33	75.8	323	43.7	43	62.8	57	68.4	961	73.3
Pamlico	158	172.7	54.4	1	*	0	*	70	41.4	2	*	0	*	85	64.7
Pender	385	175.4	62.6	0	*	1	*	122	44.3	5	80.0	1	*	256	71.5
Robeson	1,327	169.0	39.0	560	39.1	11	90.9	404	25.5	8	37.5	4	*	334	53.6
Sampson	490	172.4	49.6	2	*	0	*	202	31.7	22	31.8	4	*	260	64.6
Clinton City	152	175.1	59.9	8	50.0	1	*	61	45.9	5	60.0	3	*	68	75.0
Wayne	1,232	173.3	53.7	0	*	21	76.2	514	34.8	29	48.3	13	53.8	655	68.1

Notes: * Data are not reported where number tested is fewer than five.
The ethnic categories may not sum to the "Total Number Tested" because students may not have coded in an ethnic category.
** Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the Appendix.
Data received from LEAs after October 15, 1999 are not included in this table.

Table 14f. 1998-99 Multiple-Choice Test Results for LEAs
North Carolina High School Comprehensive Test
Mathematics
Central Region

	Total			American Indian		Asian		Black		Hispanic		Multi-Racial		White	
	Number Tested	Mean Scale Score	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV
State	**75,527**	**176.3**	**61.4**	**1,012**	**44.9**	**1,412**	**70.7**	**20,751**	**36.8**	**1,409**	**50.2**	**484**	**60.5**	**50,107**	**71.9**
Central Region	**21,982**	**177.8**	**64.5**	**94**	**56.4**	**499**	**79.4**	**6,472**	**40.1**	**420**	**51.7**	**205**	**62.4**	**13,979**	**75.5**
Alamance-Burlington	1,134	175.9	60.1	3	*	15	80.0	235	38.3	24	50.0	2	*	855	66.1
Lakeside**	3	*	*	0	*	0	*	2	*	0	*	0	*	1	*
River Mill**	14	177.6	57.1	0	*	0	*	0	*	0	*	1	*	13	61.5
Caswell	243	169.4	40.7	0	*	0	*	127	30.7	1	*	0	*	115	52.2
Chatham	399	175.9	62.7	0	*	1	*	93	38.7	8	37.5	1	*	296	70.6
Woods**	12	177.6	58.3	1	*	0	*	0	*	0	*	1	*	9	66.7
Durham	1,651	177.1	61.4	4	*	44	79.5	791	42.6	33	54.5	20	45.0	756	81.0
Franklin	445	174.0	56.6	4	*	0	*	190	37.4	5	40.0	3	*	243	72.0
Granville	404	174.5	57.4	0	*	2	*	131	41.2	3	*	1	*	266	66.5
Guilford	3,643	178.2	65.0	16	56.3	142	64.8	1,218	40.5	42	71.4	29	72.4	2,194	78.5
Harnett	964	174.3	56.7	10	40.0	8	87.5	295	36.9	26	26.9	9	66.7	615	67.2
Johnston	1,072	177.5	67.9	4	*	6	83.3	195	49.7	33	51.5	4	*	830	72.7
Lee	518	175.0	60.0	2	*	5	40.0	143	32.2	37	37.8	2	*	329	75.7
Nash-Rocky Mount	1,219	172.6	48.8	5	0.0	9	88.9	614	30.8	17	41.2	1	*	573	68.1
Orange	359	178.2	65.2	1	*	1	*	72	34.7	3	*	2	*	278	73.7
Chapel Hill-Carrboro City	621	189.3	85.5	0	*	35	100.0	88	46.6	13	53.8	4	*	481	92.3
New Century**	20	177.0	70.0	0	*	1	*	1	*	0	*	0	*	14	78.6
Person	353	172.8	49.9	1	*	0	*	118	30.5	5	40.0	0	*	229	59.8
Randolph	933	175.1	61.6	2	*	3	*	48	41.7	20	40.0	2	*	858	63.2
Asheboro City	217	178.3	69.6	1	*	4	*	40	47.5	13	53.8	1	*	158	75.9
Rockingham	826	174.9	57.9	3	*	10	90.0	211	38.4	10	30.0	2	*	590	64.7
Vance	416	170.4	45.2	1	*	2	*	249	34.5	3	*	3	*	158	62.0
Wake	5,541	182.5	76.2	26	73.1	204	87.3	1,106	48.8	113	62.8	117	65.0	3,677	84.4
J.H. Baker Jr High**	2	*	*	0	*	0	*	2	*	0	*	0	*	0	*
Warren	211	170.8	45.5	10	40.0	0	*	147	40.8	0	*	0	*	53	60.4
Wilson	762	175.3	56.3	0	*	7	42.9	356	35.7	11	63.6	0	*	388	75.3

Notes: * Data are not reported where number tested is fewer than five.
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Sample Questions
for the
North Carolina High School
Comprehensive Tests

Part I - Reading Comprehension

Seeking Medical Secrets in the Rain Forest

by Jo Yohay

In the film Medicine Man*, Sean Connery found a cure for cancer in the rain forests of South America, only to be defeated in the end by clear-cutters who destroyed the forest. Some critics said this scenario was alarmist and fanciful. But now real-life scientists are in a race against time to identify and save medicinal plants in a rapidly disappearing ecosystem. Read about these medicine men and women in the following article from the April/May 1992 issue of* National Wildlife *magazine. Then answer the questions that follow.*

An old, wrinkled bush doctor sits in a tiny cinder-block clinic near the Macal River in Belize. A Mayan named Don Elijio, he tends his patients amid burlap sacks filled with medicinal herbs gathered from the surrounding rain forest. Reaching into a bag, he withdraws a handful of crackling leaves and begins preparing a mixture for a patient's lesion. From other bags he takes seeds, bark and twisted roots.

Two thousand miles away in Maryland, a National Cancer Institute (NCI) scientist scoops through samples of those same roots and leaves, getting ready to put them through a rigorous chemical analysis. But how did Don Elijio's dusty herbs get to this gleaming medical laboratory?

The answer is a story of scientists racing against time, in history's most extensive search for healing agents in wild plants. Native healers on three continents are a vital part of that quest, which has been launched by the NCI.

The number of plant-based medicines in use by physicians today barely hints at the untapped potential of nature's pharmacopeia. "Of more than 250,000 known plant species, less than 1 percent have been thoroughly tested for medical applications," says Michael Balick, director of the New York Botanical Garden's Institute of Economic Botany. "Yet out of this tiny portion have come 25 percent of our prescription medicines."

But if chemists had to collect and analyze tens of thousands of wild plants, they would never finish the task. Tropical deforestation ensures that many plant species will disappear before they can be identified, let alone tested, by science.

Part of NCI's strategy is to have ethnobotanists (scientists who study the relationship between plants and people) seek out plants that native healers have found effective as local medicines. Ethnobotanist Balick travels to Central American rain forests searching for bush doctors who appear to treat diseases successfully with specific herbs. Botanists from the University of Illinois and Missouri Botanical Garden do similar work for NCI elsewhere.

Balick collects plants recommended by healers in the form of seeds, leaves, bark, roots and stems. He sends samples to NCI scientists, who test extracts against cancer cells and the AIDS virus. Plants with promise are tried in experiments with mice. Several years into the process, some may end up in human drug trials.

Skeptics argue that native lore is mere superstition. But Balick says, "The traditional lore of Central America is built on more than 200 generations of trial and error experimentation with local plants. A very specific pharmacopeia has been developed and been refined into an advanced system of medicine."

A number of today's drugs have long been part of native lore. Curare, the dart poison favored by Amazon Indians, is used as a muscle relaxant in surgery. Reserpine, now used to treat hypertension, has a centuries-old history as a tranquilizer. For NCI and its ethnobotanical explorers, the search for such traditional knowledge is urgent. Tests of the most promising plants will require that larger quantities be collected from the wild. But Balick warns, "Plants are disappearing so fast that they may not be there when we go back for more." Further, the healers themselves are aging. Don Elijio is 93 years old; much of his knowledge will die with him.

Ethnobotanists see the door to the rain forest medicine chest swinging shut. "Because the species—and the people who know their uses—are disappearing so quickly," says Balick, "we have just 10 to 15 years to do this work."

"Seeking Medical Secrets in the Rain Forest" by Jo Yohay, *National Wildlife Magazine*, Apr-May 1992. Copyright 1992. Used by permission of the publisher.

1. Which ***best*** describes the author's tone in this article?

   A philosophical

   B satirical

   C optimistic

   D concerned

2. Which ***best*** describes NCI's strategy of using ethnobotanists to collect rain forest plants?

   A focusing on the past

   B exploring the exotic

   C benefiting from experience

   D depending upon tradition

3. In which endeavor would an ethnobotanist be ***least*** useful?

   A defending the rights of animals

   B discovering new edible plants

   C searching for nontoxic pesticides

   D protecting endangered wildflowers

4. Which is the ***best*** evidence that native lore about healing plants is not mere superstition?

   A Native lore is based on 200 years of experimentation.

   B Native healers have developed a very specific pharmacopeia.

   C Plants are the source for one-fourth of our prescription medicines.

   D Some of the drugs we use today have long been a part of native lore.

5. Which is the chief antagonist in this story of scientists racing against time?

A isolated habitats

B tropical deforestation

C scientific skepticism

D native superstition

6. What literary technique is used in the sentence, "Ethnobotanists see the door to the rain forest medicine chest swinging shut"?

A metaphor

B personification

C symbolism

D onomatopoeia

7. Which ***best*** describes the main purpose of the first two paragraphs in this article?

A to describe the setting of the article

B to state the main idea of the article

C to appeal to the reader's curiosity

D to introduce the main characters

8. What kind of knowledge would help you ***most*** to understand this article?

A knowledge about fighting diseases

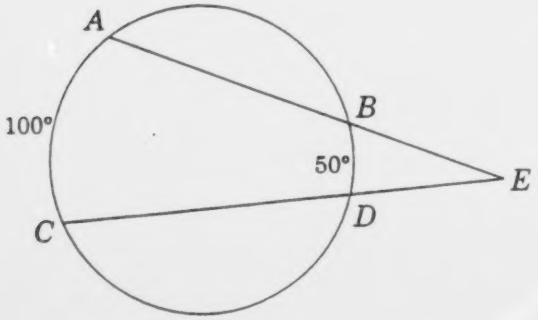
B knowledge about the threats to rain forest habitats

C knowledge about pharmacy

D knowledge about the National Cancer Institute

Part II - Mathematics Applications

1. According to the diagram, what is $m\angle E$?



Note: Figure not drawn to scale.

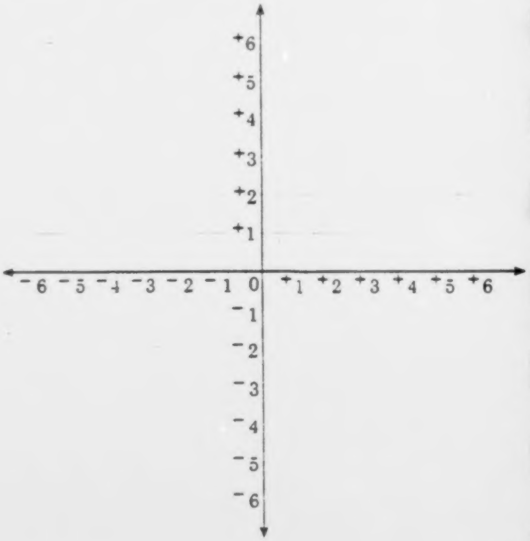
A 25°

B 50°

C 75°

D 100°

2. What is the reflection of the point $(0, 4)$ about the line $y = x$?



A $(0, 4)$

B $(4, 0)$

C $(^{-}4, 0)$

D $(0, ^{-}4)$

3. The line which passes through the points $(2, 5)$ and $(7, ^{-}2)$ also passes through which of the following points?

A $(^{-}16, 4)$

B $(12, ^{-}9)$

C $(17, 16)$

D $(17, ^{-}12)$

4. Carol has to present a report on how tax dollars are spent. She collected the following data:

How tax dollars are spent

Payroll	12%
Buildings	35%
Roads	40%
Maintenance	10%
Supplies	3%

Which of the following would ***not*** be a good way for Carol to display the data?

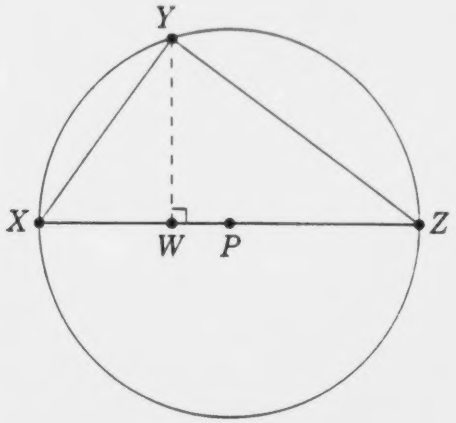
A stem and leaf plot

B pictograph

C circle graph

D bar graph

5. The circle below represents a dart board having a 20-inch diameter.



$\triangle XYZ$ is inscribed in circle P as shown and $YW = 9.6$ inches. If a dart lands in the interior of circle P, what is the probability that it will also land in the interior of $\triangle XYZ$?

A 0.15

B 0.31

C 0.46

D 0.61

6. The table below gives the nationwide data on the number of households with CD players and the number of CDs sold for 5 consecutive years.

Nationwide CD Data

CD player in household (in millions)	CD sales (in millions)
5.1	\$7.4
10.3	\$20.9
15.4	\$35.0
22.0	\$53.1
32.0	\$79.8

Find the equation of the line that best fits these data. (Let the number of "CD player in household" be your independent variable, *x*, and the number of "CD sales" be your dependent variable, *y*.)

A $y = {}^{-}6.6x + 2.7$

B $y = 0.4x + 2.4$

C $y = 2.4x + 0.4$

D $y = 2.7x - 6.6$

End-of-Course Results

Table 1. 1990-91 to 1998-99 End-of-Course Multiple-Choice Test Results
Statewide Summary

	1990-91		1991-92		1992-93		1993-94		1994-95		1995-96		1996-97		1997-98		1998-99	
	Number Tested	Participation Index[1]	Number Tested	Participation Index[1]	Number Tested	Participation Index[1]	Number Tested	Participation Index[1]	Number Tested	Participation Index[1]	Number Tested	Participation Index[1]	Number Tested	Participation Index[1]	Number Tested	Participation Index[1]	Number Tested	Participation Index[1]
	Average Core[3]		Average Core		Average Core	Standard Deviation	Average Core	Standard Deviation	Average Core	Standard Deviation	Average Scale Score	Standard Deviation	Average Scale Score	Standard Deviation	Average Scale Score	Standard Deviation	Average Scale Score	Standard Deviation
Algebra I[2]	60,988	77.7%	66,424	81.2%	70,114	86.4%	69,162	N/A	80,370	94.0%	82,635	96.6%	83,777	95.0%	83,124	95.8%	87,404	95.8%
1985-86	41.1		40.4		39.9	9.6	55.1	9.1	54.7	9.3	55.0	9.7	55.6	9.7	57.0	9.7	58.0	9.6
Algebra II	35,828	43.6%	37,221	45.5%	38,909	49.6%	42,497	51.9%	44,928	55.3%							48,956	56.2%
1986-97	38.8		38.2		38.8		37.6		38.3								60.0	10.9
Biology[2]	71,665	87.7%	71,832	91.5%	75,748	92.6%	74,840	92.2%	62,480	N/A	77,420	90.5%	78,723	92.0%	78,804	91.8%	76,872	88.7%
1986-87	41.1		41.5		40.0	11.1	39.9	10.6	55.5	8.7	55.5	8.7	55.9	8.9	56.2	8.8	56.0	8.5
Chemistry	33,518	40.8%	34,682	42.4%	35,738	45.1%	38,462	47.0%	39,289	48.4%							41,261	47.3%
1988-89	40.1		39.3		40.1		39.1		40.6								57.8	8.8
ELP	76,593	97.6%	79,313	96.9%	79,070	97.4%	81,290	97.0%	83,597	97.8%	82,577	96.5%	82,611	93.4%	77,348	89.5%	77,740	85.1%
1990-91	41.7		42.8		43.7	11.5	43.4	11.3	44.0	11.7	43.4	11.9	53.8	9.3	54.8	9.1	55.0	9.0
English I[2]	72,023	91.8%	75,381	92.1%	76,183	93.8%	81,685	97.5%	67,748	N/A	85,411	99.8%	89,500	100.0%	88,307	100.0%	89,679	98.3%
1989-90	66.2		67.0		66.7	18.0	66.4	17.7	53.1	8.9	53.1	8.9	53.2	8.9	53.6	8.8	54.5	8.7
Geometry	44,325	54.2%	46,623	59.4%	49,494	60.1%	53,932	66.4%	55,657	66.4%							60,764	69.6%
1988-89	38.8		39.1		38.8		38.6		38.6								58.4	9.9
Physical Science	63,962	81.5%	66,137	80.0%	63,036	77.6%	65,777	78.5%	66,106	77.3%							67,397	73.2%
1990-91	39.9		41.1		41.3		40.2		42.9								54.5	8.9
Physics	9,711	11.5%	10,075	12.2%	10,754	13.2%	10,803	13.8%	10,935	13.4%							11,221	13.2%
1989-90	39.4		39.4		39.5		39.7		40.2								56.8	9.2
U.S. History[2]	65,767	80.0%	65,329	79.9%	63,034	80.0%	65,872	80.5%	53,160	N/A	65,725	78.4%	68,613	79.9%	68,341	80.7%	70,187	80.0%
1987-88	40.1		42.2		42.3	9.7	40.4	10.5	56.2	8.3	56.3	8.2	56.2	8.2	56.3	8.4	56.6	8.3

Notes: The year of implementation is listed below the course. Beginning in 1993-94, where possible, scores for the entire accountability year are reported. The 1995-96 data are based on all cycles of testing for the July 1 to June 30 accountability year. Algebra I was scaled in 1993-94, and U.S. History, English I, and Biology in 1994-95 and 1995-96. Bold vertical lines between years indicate that the scores changed from mean raw core scores to mean scale scores and therefore, are not comparable across years separated by the bold vertical lines. Numbers to the left of these lines are mean raw core scores and numbers to the right are mean scale scores. From 1995-96 to 1997-98, five tests were administered statewide in the five high school course areas. Other end-of-course multiple-choice tests were administered as a local option and are not depicted in this report. In 1998-99 the ten tests in the table above were mandated statewide. Data for 1995-96 through 1997-98 are not available for Algebra II, Chemistry, Geometry, Physical Science, and Physics as these tests were not mandated during this period.

[1] Participation Index is the number of students enrolled in the course, divided by the number of students who were in the eighth grade the year in which typical students in the course were in grade eight. For example, since English I is typically a ninth-grade course, the eighth grade membership for the previous year is the denominator.

[2] The Algebra I score in 1993-94 and the Biology, English I, and U.S. History scores in 1994-95 are the mean scale scores.

[3] Average core score is the mean raw score on the common items for all students.

Data received from LEAs after October 15, 1999 are not included in this table

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Table 2. 1998-99 End-of-Course Multiple-Choice Test Results
Percent of Students at or Above Level III by Ethnicity

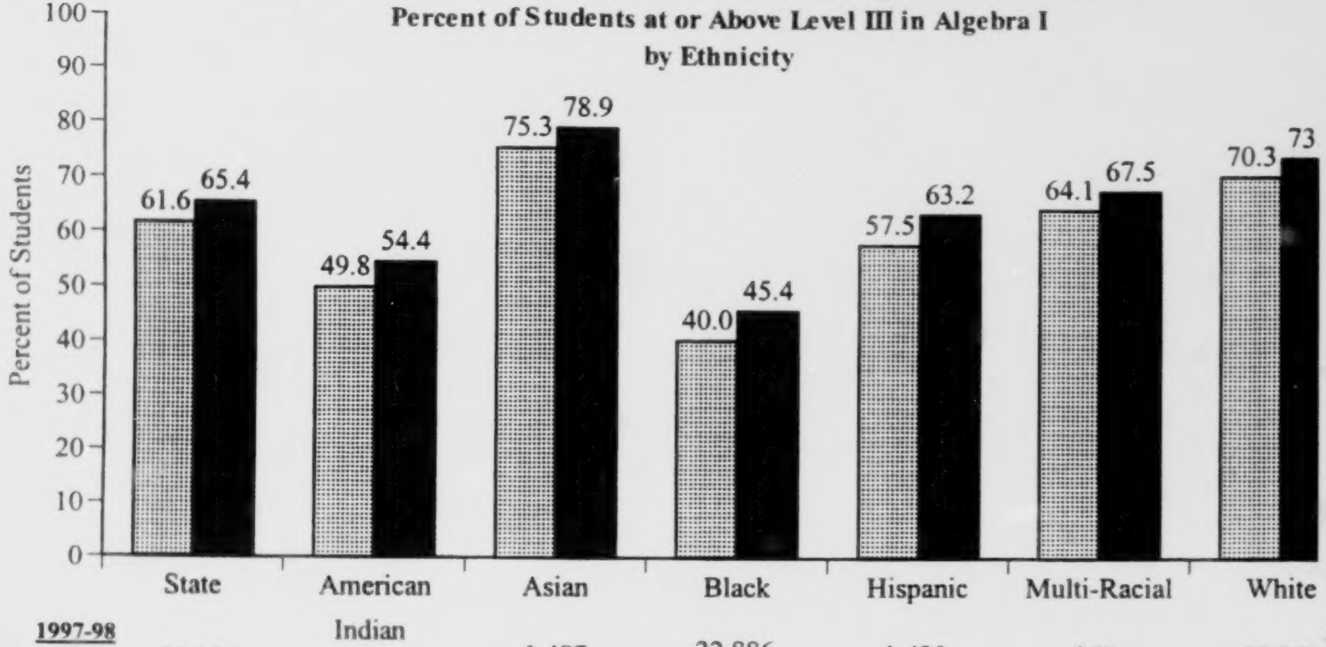
			Percent of Students at or Above Level III						
Course	Number of Students Tested	Average Score	State	American Indian	Asian	Black	Hispanic	Multi-Racial	White
Algebra I	87,404	58.0	65.4	54.4	78.9	45.4	63.2	67.5	73.7
Algebra II	48,956	60.0	59.0	34.3	72.5	36.0	53.2	53.0	66.3
Biology	76,872	56.0	57.7	44.3	60.2	31.3	45.6	60.2	69.9
Chemistry	41,261	57.8	60.5	37.6	69.3	37.4	50.0	66.8	67.3
ELP	77,740	55.0	67.4	46.8	64.0	46.4	52.7	69.9	77.0
English I	89,679	54.5	64.6	46.6	66.0	44.5	50.5	70.4	74.4
Geometry	60,764	58.4	58.4	31.2	67.2	30.3	50.0	64.0	69.0
Physical Science	67,397	54.5	55.7	34.6	52.8	31.6	41.7	61.3	68.0
Physics	11,221	56.8	72.0	36.5	77.8	45.9	63.0	71.9	76.8
U.S. History	70,187	56.6	51.0	29.5	58.7	29.4	42.2	60.1	60.4

Data received from LEAs after October 15, 1999 are not included in this table.

Table 3. 1998-99 End-of-Course Multiple-Choice Tests
Achievement Level Ranges by Course

Course	Level I	Level II	Level III	Level IV
Algebra I	23-44	45-54	55-65	66-87
Algebra II	23-45	46-57	58-68	69-92
Biology	23-46	47-54	55-64	65-89
Chemistry	23-47	48-55	56-64	65-90
ELP	21-42	43-51	52-60	61-87
English I	22-42	43-51	52-60	61-86
Geometry	23-45	46-56	57-66	67-91
Physical Science	23-43	44-53	54-63	64-89
Physics	23-42	43-51	52-62	63-87
U.S. History	23-47	48-56	57-64	65-90

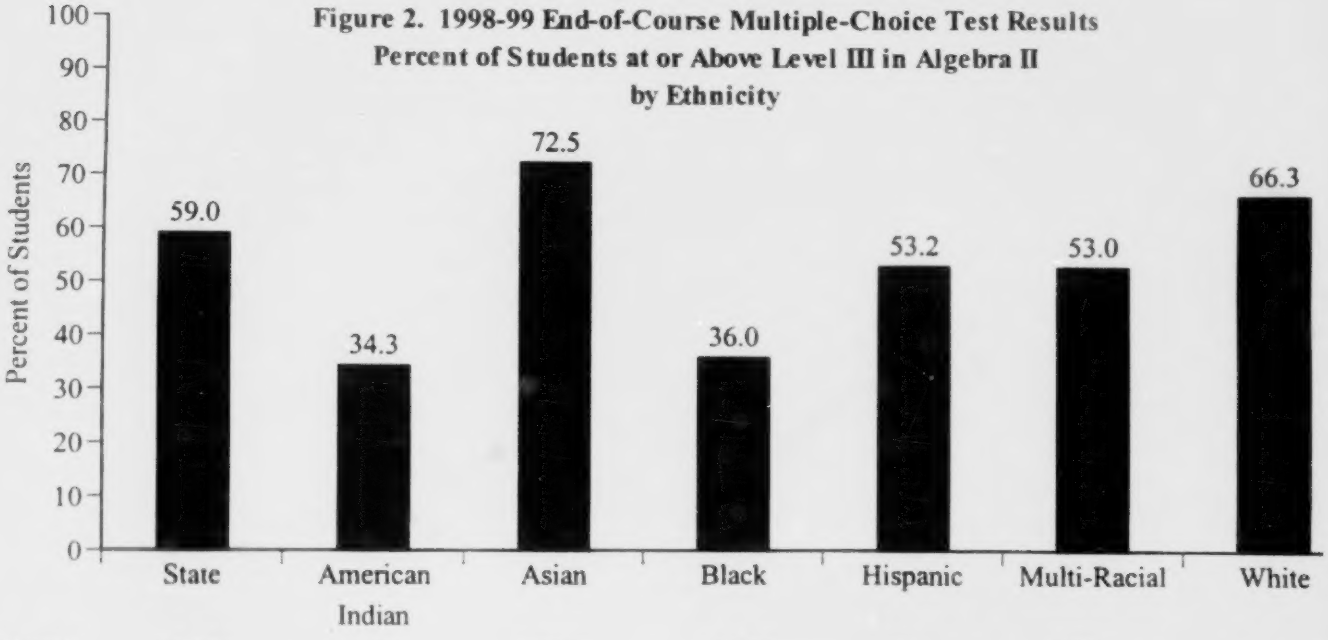
Figure 1. 1997-98 to 1998-99 End-of-Course Multiple-Choice Test Results
Percent of Students at or Above Level III in Algebra I
by Ethnicity



	State	American Indian	Asian	Black	Hispanic	Multi-Racial	White
1997-98							
N Tested	83,124	984	1,487	22,886	1,420	362	55,852
N Level III, IV	51,166	490	1,120	9,158	816	232	39,274
1998-99							
N Tested	87,404	1,076	1,783	24,598	1,713	530	57,601
N Level III, IV	57,124	585	1,407	11,164	1,082	358	42,46

▨ 1997-98 ■ 1998-99

Figure 2. 1998-99 End-of-Course Multiple-Choice Test Results
Percent of Students at or Above Level III in Algebra II
by Ethnicity



	State	American Indian	Asian	Black	Hispanic	Multi-Racial	White
N Tested	48,956	563	1,202	11,028	744	283	35,060
N Level III, IV	28,881	193	872	3,972	396	150	23,255

Notes: "N Tested" and "N Level III, IV" for the ethnic categories do not sum to the "N Tested" and "N Level III, IV" for the state because some students did not indicate their ethnicity and therefore were reported in the state data only.
Beginning in the 1998-99 school year, Algebra II, Chemistry, Geometry, Physical Science, and Physics were mandated statewide. Data for these tests are not available prior to 1998-99.
Data received from LEAs after October 15, 1999 are not included in these figures.

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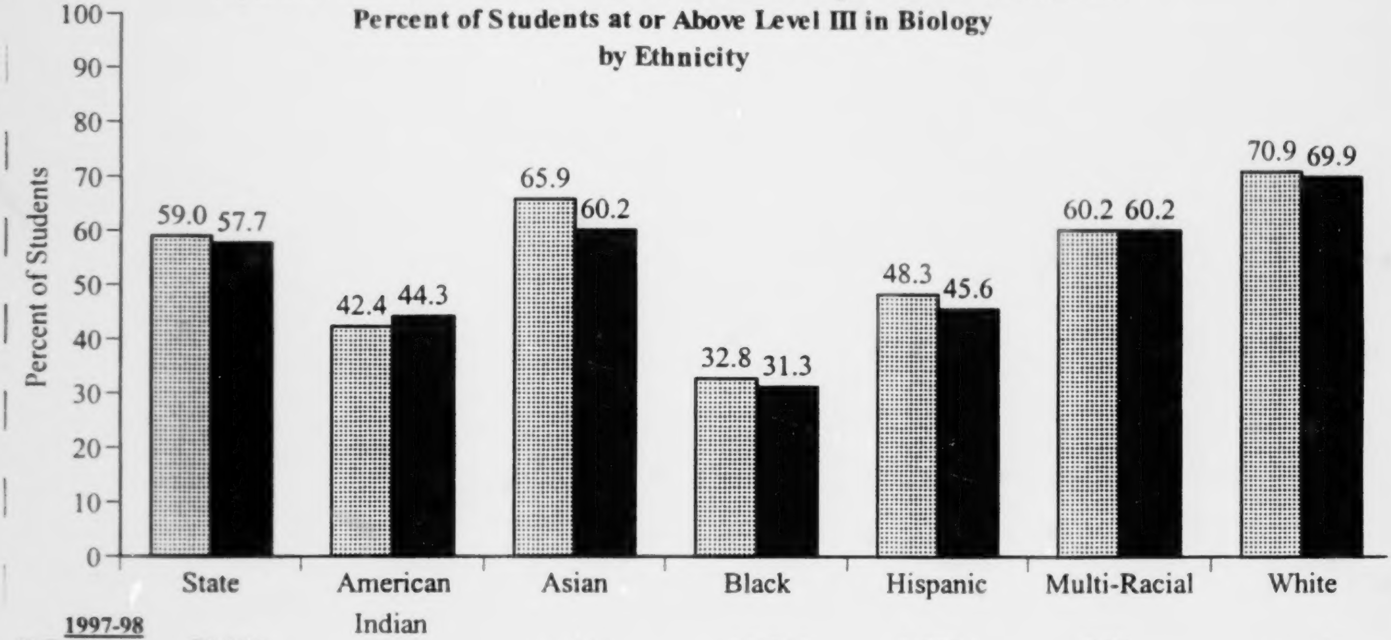
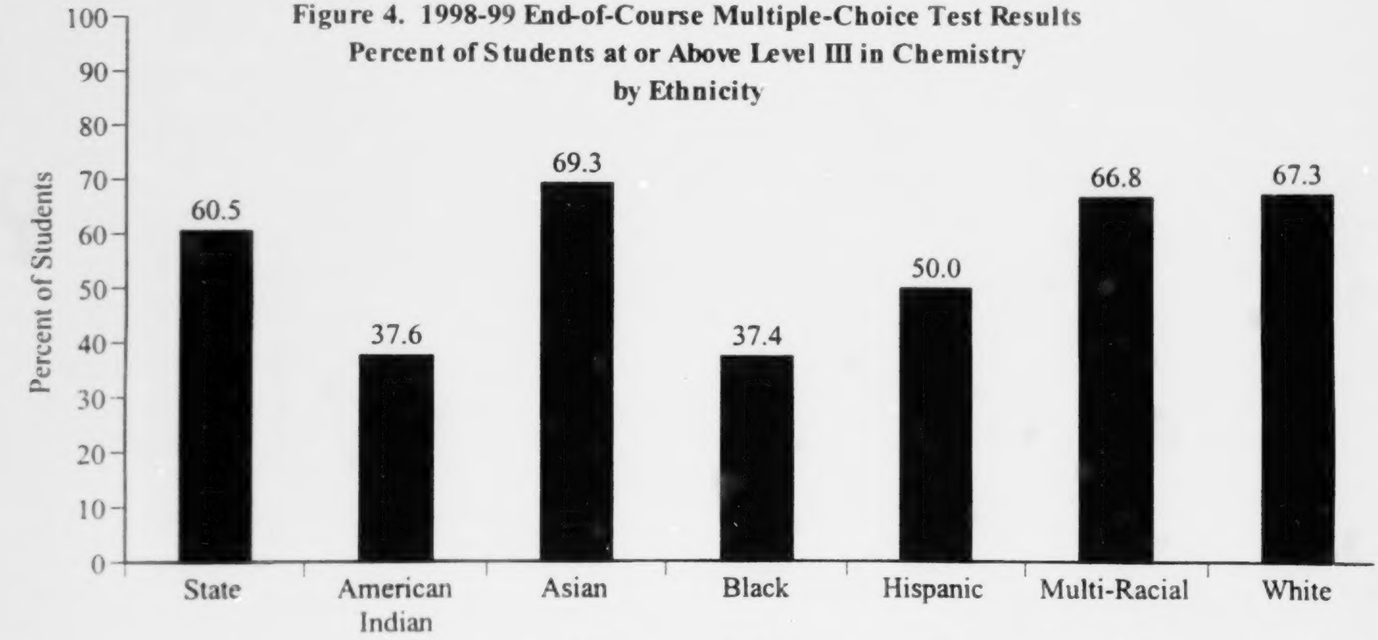
Figure 3. 1997-98 to 1998-99 End-of-Course Multiple-Choice Test Results
Percent of Students at or Above Level III in Biology
by Ethnicity



	State	American Indian	Asian	Black	Hispanic	Multi-Racial	White
1997-98							
N Tested	78,804	996	1,445	22,749	1,325	352	51,811
N Level III, IV	46,506	422	952	7,469	640	212	36,742
1998-99							
N Tested	76,872	920	1,456	22,240	1,450	415	50,315
N Level III, IV	44,355	408	877	6,952	661	250	35,162

▨ 1997-98 ■ 1998-99

Figure 4. 1998-99 End-of-Course Multiple-Choice Test Results
Percent of Students at or Above Level III in Chemistry
by Ethnicity



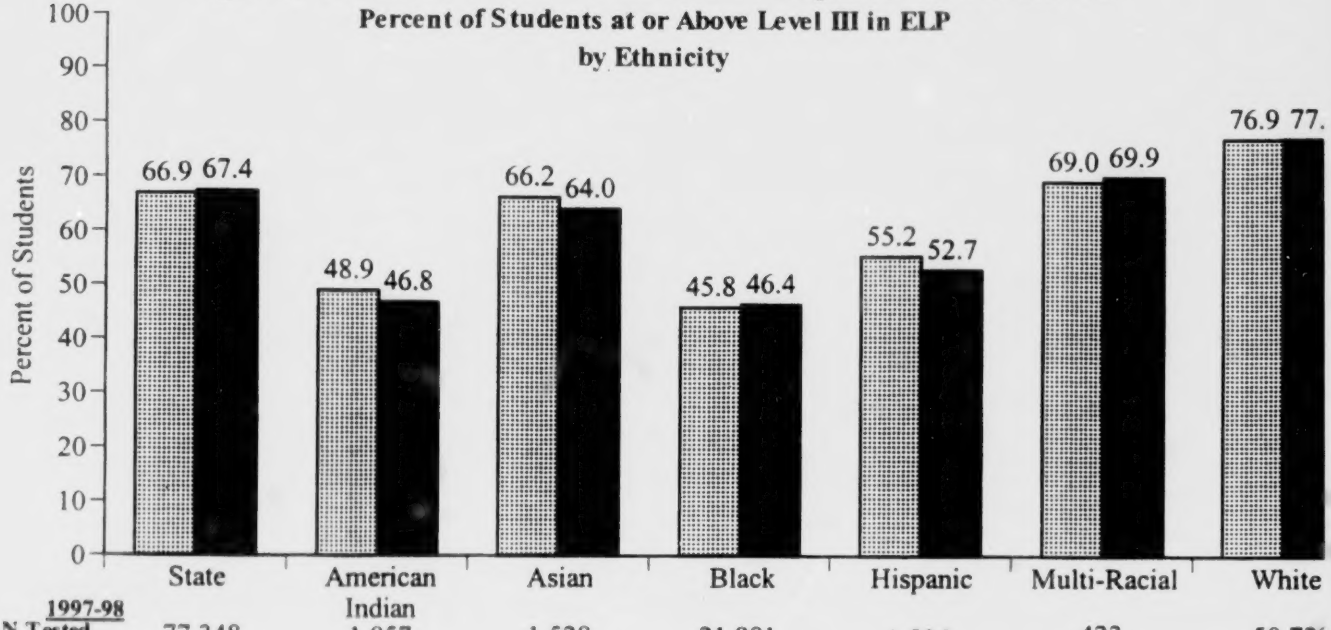
	State	American Indian	Asian	Black	Hispanic	Multi-Racial	White
N Tested	41,261	476	1,087	8,656	572	202	30,205
N Level III, IV	24,943	179	753	3,236	286	135	20,321

Notes: "N Tested" and "N Level III, IV" for the ethnic categories do not sum to the "N Tested" and "N Level III, IV" for the state because some students did not indicate their ethnicity and therefore were reported in the state data only.

Beginning in the 1998-99 school year, Algebra II, Chemistry, Geometry, Physical Science, and Physics were mandated statewide. Data for these tests are not available prior to 1998-99.

Data received from LEAs after October 15, 1999 are not included in these figures.

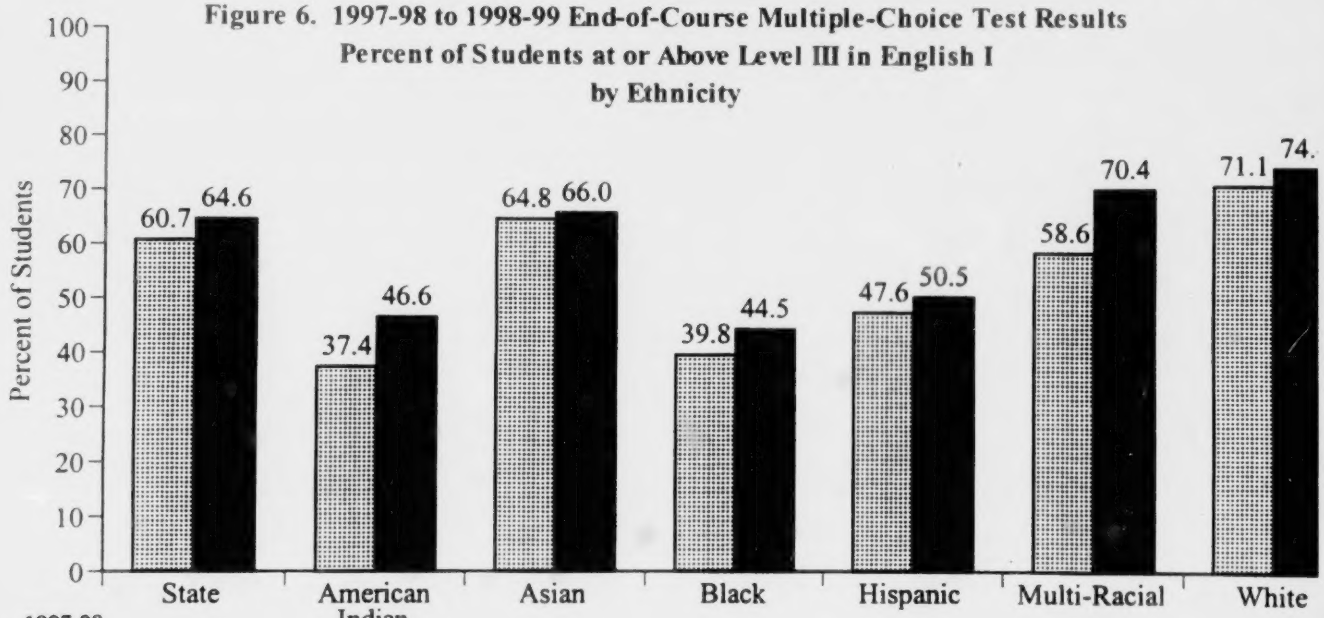
Figure 5. 1997-98 to 1998-99 End-of-Course Multiple-Choice Test Results
Percent of Students at or Above Level III in ELP
by Ethnicity



	State	American Indian	Asian	Black	Hispanic	Multi-Racial	White
1997-98							
N Tested	77,348	1,057	1,528	21,981	1,506	423	50,72
N Level III, IV	51,771	517	1,012	10,060	832	292	38,98
1998-99							
N Tested	77,740	1,060	1,679	21,311	1,650	515	51,39
N Level III, IV	52,380	496	1,074	9,894	870	360	39,58

▨ 1997-98 ■ 1998-99

Figure 6. 1997-98 to 1998-99 End-of-Course Multiple-Choice Test Results
Percent of Students at or Above Level III in English I
by Ethnicity



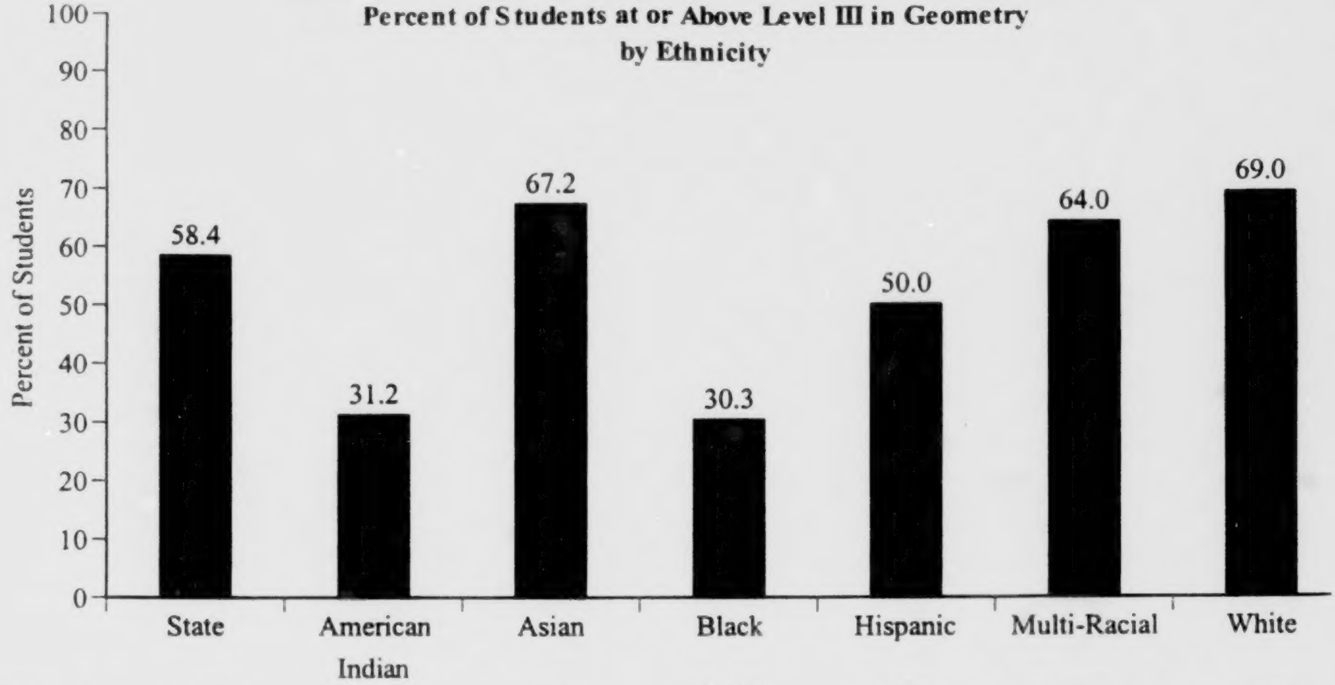
	State	American Indian	Asian	Black	Hispanic	Multi-Racial	White
1997-98							
N Tested	88,307	1,341	1,430	26,014	1,625	425	57,330
N Level III, IV	53,632	501	926	10,356	774	249	40,740
1998-99							
N Tested	89,679	1,394	1,564	26,141	1,880	584	58,046
N Level III, IV	57,892	649	1,032	11,626	949	411	43,189

Notes: "N Tested" and "N Level III, IV" for the ethnic categories do not sum to the "N Tested" and "N Level III, IV" for the state because some students did not indicate their ethnicity and therefore were reported in the state data only.

Beginning in the 1998-99 school year, Algebra II, Chemistry, Geometry, Physical Science, and Physics were mandated statewide. Data for these tests are not available prior to 1998-99.

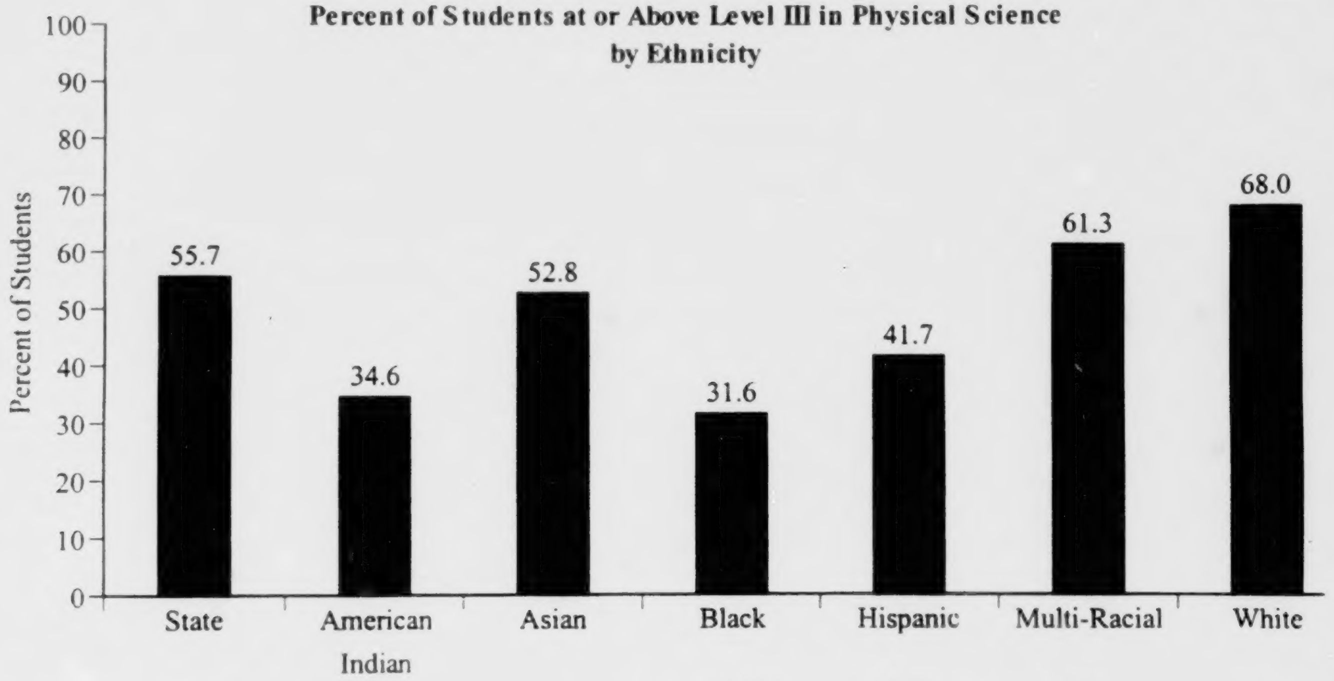
Data received from LEAs after October 15, 1999 are not included in these figures.

Figure 7. 1998-99 End-of-Course Multiple-Choice Test Results
Percent of Students at or Above Level III in Geometry
by Ethnicity



	State	American Indian	Asian	Black	Hispanic	Multi-Racial	White
N Tested	60,764	696	1,303	15,209	1,003	339	42,131
N Level III, IV	35,508	217	875	4,602	501	217	29,050

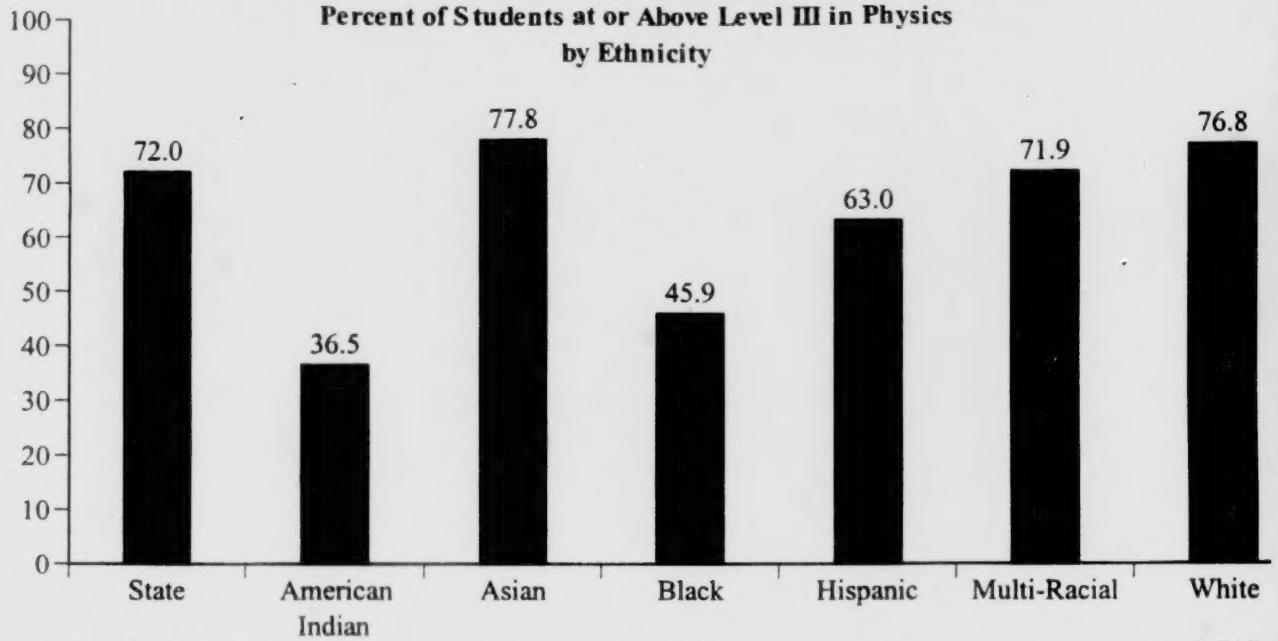
Figure 8. 1998-99 End-of-Course Multiple-Choice Test Results
Percent of Students at or Above Level III in Physical Science
by Ethnicity



	State	American Indian	Asian	Black	Hispanic	Multi-Racial	White
N Tested	67,397	962	1,130	20,300	1,509	455	42,967
N Level III, IV	37,522	333	597	6,417	630	279	29,229

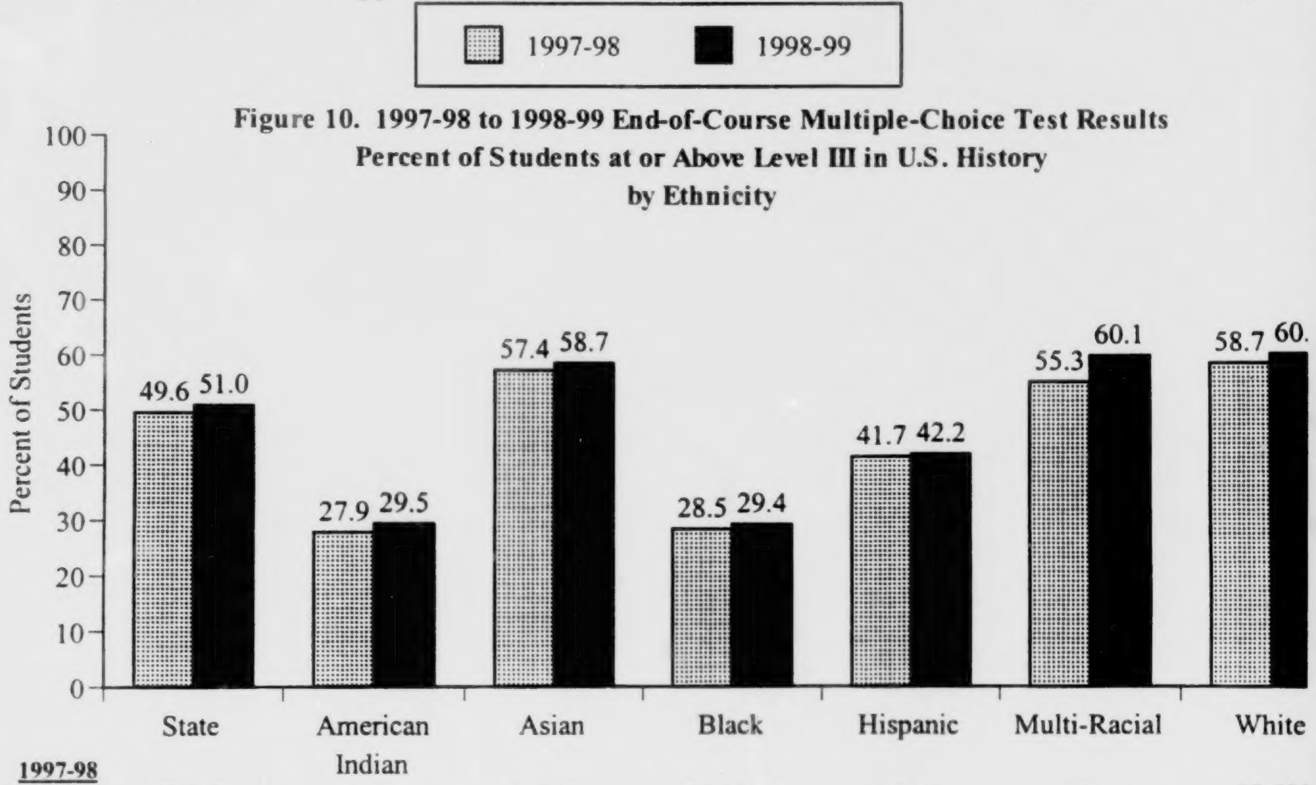
Notes: "N Tested" and "N Level III, IV" for the ethnic categories do not sum to the "N Tested" and "N Level III, IV" for the state because some students did not indicate their ethnicity and therefore were reported in the state data only.
Beginning in the 1998-99 school year, Algebra II, Chemistry, Geometry, Physical Science, and Physics were mandated statewide. Data for these tests are not available prior to 1998-99.
Data received from LEAs after October 15, 1999 are not included in these figures.

Figure 9. 1998-99 End-of-Course Multiple-Choice Test Results
Percent of Students at or Above Level III in Physics
by Ethnicity



	State	American Indian	Asian	Black	Hispanic	Multi-Racial	White
N Tested	11,221	96	504	1,564	138	64	8,845
N Level III, IV	8,079	35	392	718	87	46	6,792

Figure 10. 1997-98 to 1998-99 End-of-Course Multiple-Choice Test Results
Percent of Students at or Above Level III in U.S. History
by Ethnicity



	State	American Indian	Asian	Black	Hispanic	Multi-Racial	White
1997-98							
N Tested	68,341	836	1,229	19,114	1,057	282	45,68
N Level III, IV	33,879	233	706	5,442	441	156	26,82
1998-99							
N Tested	70,187	882	1,432	19,530	1,184	351	46,72
N Level III, IV	35,799	260	841	5,737	500	211	28,20

Notes: "N Tested" and "N Level III, IV" for the ethnic categories do not sum to the "N Tested" and "N Level III, IV" for the state because some students did not indicate their ethnicity and therefore were reported in the state data only.
Beginning in the 1998-99 school year, Algebra II, Chemistry, Geometry, Physical Science, and Physics were mandated statewide. Data for these tests are n available prior to 1998-99.
Data received from LEAs after October 15, 1999 are not included in these figures.

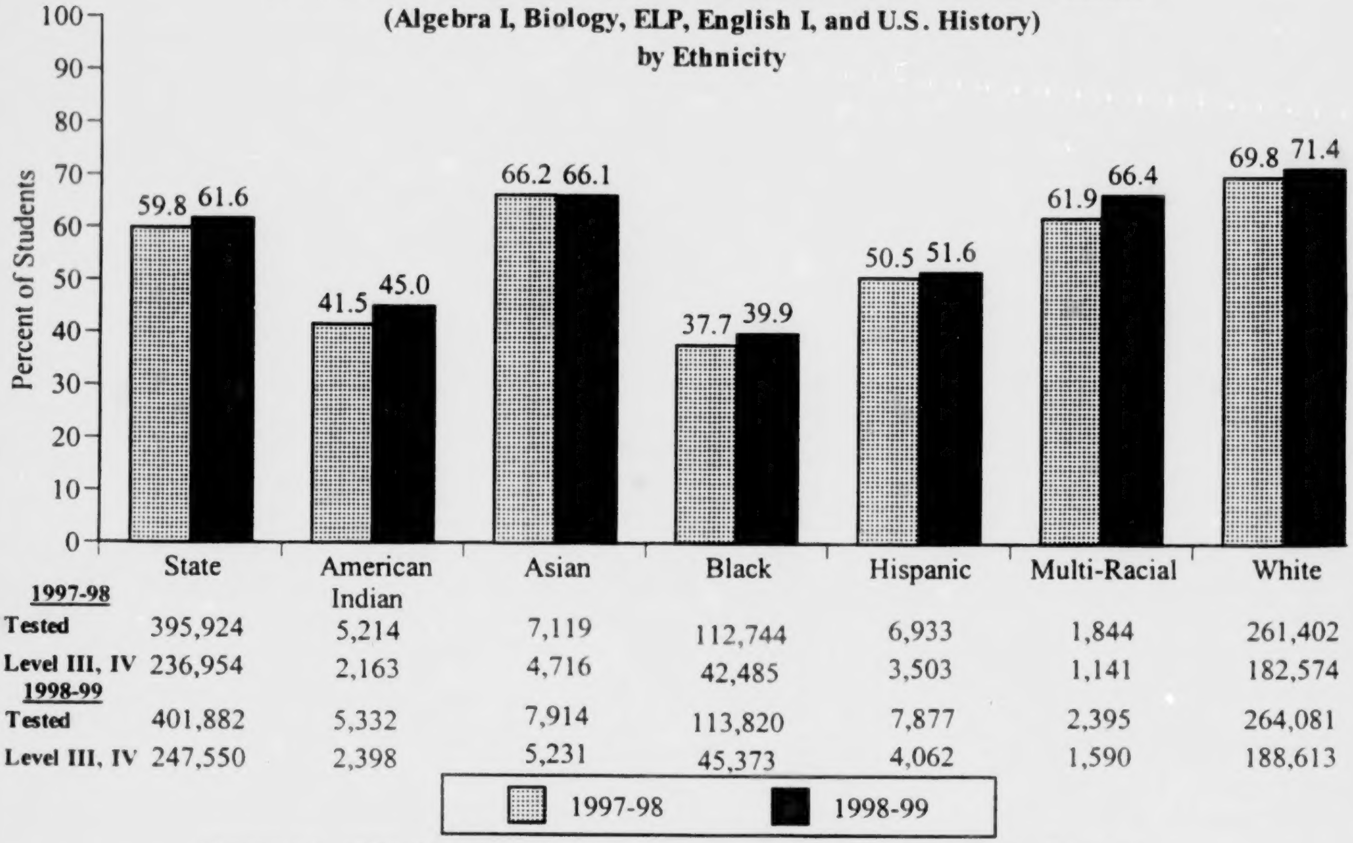


Figure 11. 1997-98 to 1998-99 End-of-Course Multiple-Choice Test Results
Percent of Students at or Above Level III Across the Five Core Courses*
(Algebra I, Biology, ELP, English I, and U.S. History)
by Ethnicity

	State	American Indian	Asian	Black	Hispanic	Multi-Racial	White
1997-98							
N Tested	395,924	5,214	7,119	112,744	6,933	1,844	261,402
N Level III, IV	236,954	2,163	4,716	42,485	3,503	1,141	182,574
1998-99							
N Tested	401,882	5,332	7,914	113,820	7,877	2,395	264,081
N Level III, IV	247,550	2,398	5,231	45,373	4,062	1,590	188,613

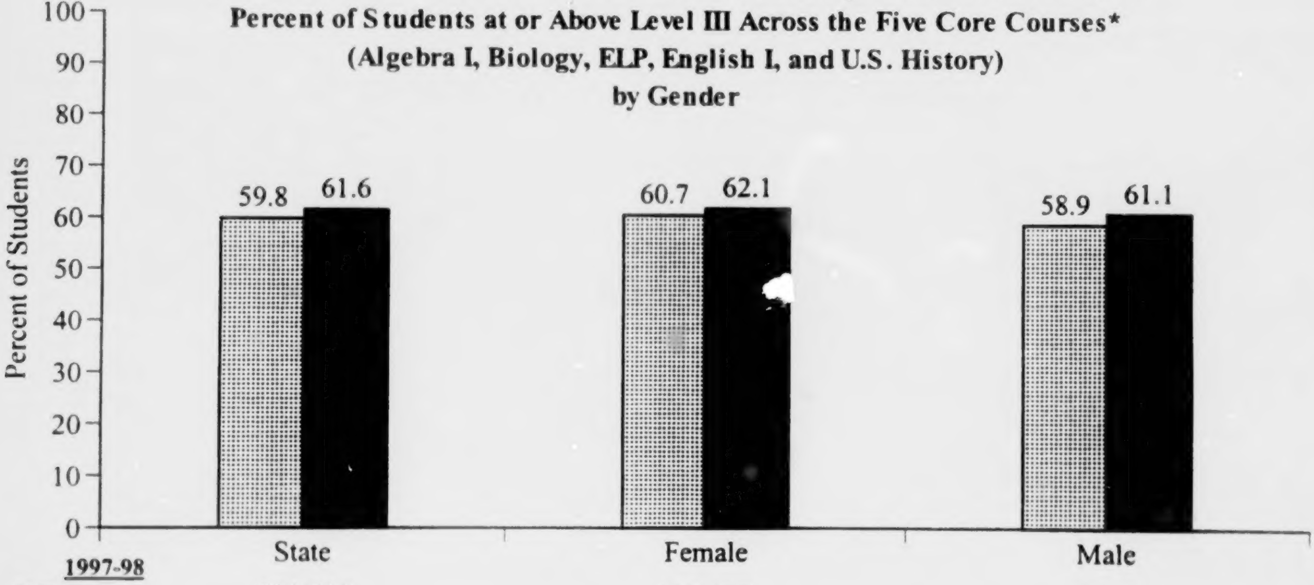


Figure 12. 1997-98 to 1998-99 End-of-Course Multiple-Choice Test Results
Percent of Students at or Above Level III Across the Five Core Courses*
(Algebra I, Biology, ELP, English I, and U.S. History)
by Gender

	State	Female	Male
1997-98			
N Tested	395,924	199,687	196,173
N Level III, IV	236,954	121,302	115,607
1998-99			
N Tested	401,882	202,411	199,424
N Level III, IV	247,550	125,726	121,802

Notes: *As of 1998-99, five additional courses were mandated. Since there is no data available prior to 1998-99 for these five courses, they are not included in these figur
"N Tested" and "N Level III,IV" for the ethnic and gender categories do not sum to the "N Tested" and "N Level III, IV" for the state because some students did not indicate their ethnicity and/or gender and therefore were reported in the state data only.
Data received from LEAs after October 15, 1999 are not included in these figures.

Table 4. 1998-99 End-of-Course Multiple-Choice Test Results
Percent of Students by Achievement Level, by Course and Ethnicity

		Algebra I		**Algebra II**		**Biology**		**Chemistry**		**ELP**	
		N	%	N	%	N	%	N	%	N	%
Achievement Level I	American Indian	134	12.5	135	24.0	173	18.8	121	25.4	203	19.2
	Asian	90	5.0	72	6.0	205	14.1	111	10.2	211	12.6
	Black	4,364	17.7	2,276	20.6	6,350	28.6	2,143	24.8	4,136	19.4
	Hispanic	168	9.8	99	13.3	296	20.4	103	18.0	270	16.4
	Multi-Racial	46	8.7	34	12.0	39	9.4	21	•	54	10.5
	White	3,167	5.5	2,295	6.5	3,800	7.6	2,795	9.3	2,985	5.8
Achievement Level II	American Indian	357	33.2	235	41.7	339	36.8	176	37.0	361	34.1
	Asian	286	16.0	258	21.5	374	25.7	223	20.5	394	23.5
	Black	9,070	36.9	4,780	43.3	8,938	40.2	3,277	37.9	7,281	34.2
	Hispanic	463	27.0	249	33.5	493	34.0	183	32.0	510	30.9
	Multi-Racial	126	23.8	99	35.0	126	30.4	46	22.8	101	19.6
	White	11,966	20.8	9,510	27.1	11,353	22.6	7,089	23.5	8,824	17.2
Achievement Level III	American Indian	443	41.2	151	26.8	337	36.6	141	29.6	345	32.5
	Asian	766	43.0	393	32.7	560	38.5	365	33.6	581	34.6
	Black	9,139	37.2	3,177	28.8	6,209	27.9	2,597	30.0	7,540	35.4
	Hispanic	833	48.6	264	35.5	548	37.8	203	35.5	593	35.9
	Multi-Racial	250	47.2	87	30.7	173	41.7	86	42.6	217	42.1
	White	26,454	45.9	13,520	38.6	24,275	48.2	12,141	40.2	21,033	40.9
Achievement Level IV	American Indian	142	13.2	42	7.5	71	7.7	38	8.0	151	14.2
	Asian	641	36.0	479	39.9	317	21.8	388	35.7	493	29.4
	Black	2,025	8.2	795	7.2	743	3.3	639	7.4	2,354	11.0
	Hispanic	249	14.5	132	17.7	113	7.8	83	14.5	277	16.8
	Multi-Racial	108	20.4	63	22.3	77	18.6	49	24.3	143	27.8
	White	16,014	27.8	9,735	27.8	10,887	21.6	8,180	27.1	18,556	36.1
Percent at or above Level III'	American Indian	585	54.4	193	34.3	408	44.3	179	37.6	496	46.8
	Asian	1,407	78.9	872	72.5	877	60.2	753	69.3	1,074	64.0
	Black	11,164	45.4	3,972	36.0	6,952	31.3	3,236	37.4	9,894	46.4
	Hispanic	1,082	63.2	396	53.2	661	45.6	286	50.0	870	52.7
	Multi-Racial	358	67.5	150	53.0	250	60.2	135	66.8	360	69.9
	White	42,468	73.7	23,255	66.3	35,162	69.9	20,321	67.3	39,589	77.0

	Algebra I		Algebra II		Biology		Chemistry		ELP	
	N	%	N	%	N	%	N	%	N	%
American Indian	1,076	1.2	563	1.2	920	1.2	476	1.2	1,060	1.4
Asian	1,783	2.0	1,202	2.5	1,456	1.9	1,087	2.6	1,679	2.2
Black	24,598	28.2	11,028	22.6	22,240	29.0	8,656	21.0	21,311	27.5
Hispanic	1,713	2.0	744	1.5	1,450	1.9	572	1.4	1,650	2.1
Multi-Racial	530	0.6	283	0.6	415	0.5	202	0.5	515	0.7
White	57,601	66.0	35,060	71.7	50,315	65.5	30,205	73.3	51,398	66.2
Total	87,301		48,880		76,796		41,198		77,613	

Notes: '"Percent at or above Level III" is calculated based on actual N-counts and is not summed.
•No scores are reported for groups with fewer than thirty students.
Due to rounding, some ethnicity categories in some subjects may not sum to 100%.
When summed, ethnic N-counts may not match the state N-counts because students may not have coded in an ethnic category or they may have coded in "Other".
Data received from LEAs after October 15, 1999 are not included in this table.

Table 4. 1998-99 End-of-Course Multiple-Choice Test Results
Percent of Students by Achievement Level, by Course and Ethnicity (continued)

		English I		**Geometry**		**Physical Science**		**Physics**		**U.S. History**	
		N	**%**	**N**	**%**	**N**	**%**	**N**	**%**	**N**	**%**
Achievement Level I	American Indian	252	18.1	128	18.4	232	24.1	29	*	221	25.1
	Asian	116	7.4	123	9.4	152	13.5	27	*	201	14.0
	Black	4,314	16.5	3,714	24.4	4,763	23.5	277	17.7	5,112	26.2
	Hispanic	303	16.1	141	14.1	295	19.5	12	*	198	16.7
	Multi-Racial	35	6.0	31	9.1	48	10.5	5	*	33	9.4
	White	3,345	5.8	2,545	6.0	3,025	7.0	389	4.4	4,319	9.2
Achievement Level II	American Indian	493	35.4	351	50.4	397	41.3	32	33.3	401	45.5
	Asian	416	26.6	305	23.4	381	33.7	85	16.9	390	27.2
	Black	10,201	39.0	6,893	45.3	9,120	44.9	569	36.4	8,681	44.4
	Hispanic	628	33.4	361	36.0	584	38.7	39	28.3	486	41.0
	Multi-Racial	138	23.6	91	26.8	128	28.1	13	*	107	30.5
	White	11,512	19.8	10,536	25.0	10,713	24.9	1,664	18.8	14,197	30.4
Achievement Level III	American Indian	496	35.6	179	25.7	268	27.9	21	*	210	23.8
	Asian	564	36.1	444	34.1	425	37.6	196	38.9	475	33.2
	Black	9,359	35.8	3,912	25.7	5,571	27.4	605	38.7	4,679	24.0
	Hispanic	684	36.4	370	36.9	504	33.4	55	39.9	379	32.0
	Multi-Racial	261	44.7	130	38.3	204	44.8	30	46.9	147	41.9
	White	23,905	41.2	17,730	42.1	19,635	45.7	4,003	45.3	17,739	38.0
Achievement Level IV	American Indian	153	11.0	38	5.5	65	6.8	14	*	50	5.7
	Asian	468	29.9	431	33.1	172	15.2	196	38.9	366	25.6
	Black	2,267	8.7	690	4.5	846	4.2	113	7.2	1,058	5.4
	Hispanic	265	14.1	131	13.1	126	8.3	32	23.2	121	10.2
	Multi-Racial	150	25.7	87	25.7	75	16.5	16	*	64	18.2
	White	19,284	33.2	11,320	26.9	9,594	22.3	2,789	31.5	10,466	22.4
Percent at or above Level III†	American Indian	649	46.6	217	31.2	333	34.6	35	36.5	260	29.5
	Asian	1,032	66.0	875	67.2	597	52.8	392	77.8	841	58.7
	Black	11,626	44.5	4,602	30.3	6,417	31.6	718	45.9	5,737	29.4
	Hispanic	949	50.5	501	50.0	630	41.7	87	63.0	500	42.2
	Multi-Racial	411	70.4	217	64.0	279	61.3	46	71.9	211	60.1
	White	43,189	74.4	29,050	69.0	29,229	68.0	6,792	76.8	28,205	60.4

	English I		Geometry		Physical Science		Physics		U.S. History	
	N	%	N	%	N	%	N	%	N	%
American Indian	1,394	1.6	696	1.1	962	1.4	96	0.9	882	1.3
Asian	1,564	1.7	1,303	2.1	1,130	1.7	504	4.5	1,432	2.0
Black	26,141	29.2	15,209	25.1	20,300	30.2	1,564	14.0	19,530	27.9
Hispanic	1,880	2.1	1,003	1.7	1,509	2.2	138	1.2	1,184	1.7
Multi-Racial	584	0.7	339	0.6	455	0.7	64	0.6	351	0.5
White	58,046	64.8	42,131	69.4	42,967	63.8	8,845	78.9	46,721	66.6
Total	89,609		60,681		67,323		11,211		70,100	

Notes: †"Percent at or above Level III" is calculated based on actual N-counts and is not summed.
*No scores are reported for groups with fewer than thirty students.
Due to rounding, some ethnicity categories in some courses may not sum to 100%.
When summed, ethnic N-counts may not match the state N-counts because students may not have coded in an ethnic category or they may have coded in "Other".
Data received from LEAs after October 15, 1999 are not included in this table.

Table 5. 1998-99 End-of-Course Multiple-Choice Test Results
Percent of Students by Achievement Level, by Course and Gender

		Algebra I		Algebra II		Biology		Chemistry		ELP		English I		Geometry		Physical Science		Physics		U.S. History	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Achievement Level I	Male	4,524	10.5	2,240	10.2	5,720	15.0	2,197	12.2	4,404	11.4	5,553	12.1	2,761	9.9	4,529	13.2	271	4.5	4,572	13.6
	Female	3,453	7.8	2,677	9.9	5,156	13.3	3,107	13.4	3,462	8.9	2,823	6.4	3,929	12.0	4,001	12.1	468	9.0	5,526	15.2
Achievement Level II	Male	11,016	25.6	6,636	30.1	10,088	26.5	4,237	23.5	8,158	21.0	13,025	28.5	7,850	28.0	9,611	28.1	1,012	16.9	10,562	31.3
	Female	11,280	25.5	8,520	31.7	11,551	29.8	6,776	29.2	9,333	24.0	10,379	23.6	10,715	32.7	11,730	35.3	1,391	26.6	13,722	37.6
Achievement Level III	Male	18,232	42.3	7,705	35.0	15,472	40.6	6,725	37.3	14,307	36.9	17,360	37.9	10,755	38.4	13,453	39.3	2,532	42.2	11,840	35.1
	Female	19,691	44.4	9,910	36.8	16,658	43.0	8,824	38.0	16,051	41.2	17,932	40.8	12,038	36.8	13,181	39.7	2,382	45.6	11,811	32.4
Achievement Level IV	Male	9,299	21.6	5,460	24.8	6,818	17.9	4,887	27.1	11,897	30.7	9,831	21.5	6,651	23.7	6,608	19.3	2,181	36.4	6,746	20.0
	Female	9,890	22.3	5,801	21.6	5,404	13.9	4,502	19.4	10,120	26.0	12,768	29.1	6,060	18.5	4,275	12.9	984	18.8	5,401	14.8
Percent at or above Level III*	Male	27,531	63.9	13,165	59.7	22,290	58.5	11,612	64.3	26,204	67.6	27,191	59.4	17,406	62.1	20,061	58.7	4,713	78.6	18,586	55.1
	Female	29,581	66.8	15,711	58.4	22,062	56.9	13,326	57.4	26,171	67.2	30,700	69.9	18,098	55.3	17,456	52.6	3,366	64.4	17,212	47.2

	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Male	43,071	49.3	22,041	45.0	38,098	49.6	18,046	43.7	38,766	49.9	45,769	51.0	28,017	46.1	34,201	50.8	5,996	53.4	33,720	48.0
Female	44,314	50.7	26,908	55.0	38,769	50.4	23,209	56.3	38,966	50.1	43,902	49.0	32,742	53.9	33,187	49.2	5,225	46.6	36,460	52.0

Notes: *"Percent at or above Level III" is calculated based on actual N-counts and is not summed.
Due to rounding, some categories in some courses may not sum to 100%.
When summed, male and female N-counts may not match the state N-counts because students may not have identified themselves as male or female.
Data received from LEAs after October 15, 1999 are not included in this table.

Table 6. 1998-99 End-of-Course Multiple-Choice Test Results
Performance of Exceptional and Limited English Proficient Students by Course

Course	Category	Number Tested	Percent**	Percent at or above Level III	Mean Scale Score
Algebra I	All Students	87,404	100.0	65.4	58.0
	Not Exceptional	69,964	80.2	61.9	56.8
	Academically Gifted	12,623	14.5	94.6	67.1
	Students with Disabilities	4,645	5.3		
	Behaviorally Emotionally Handicapped	292	0.3	28.4	47.7
	Hearing Impaired	89	0.1	38.2	52.2
	Educable Mentally Handicapped	424	0.5	9.4	42.4
	Specific Learning Disabled	3,072	3.5	40.1	51.8
	Speech-Language Impaired	53	0.1	45.3	53.2
	Visually Impaired	33	0.0	54.5	55.7
	Other Health Impaired	447	0.5	43.0	52.1
	Orthopedically Impaired	41	0.0	46.3	53.7
	Traumatic Brain Injured	18	0.0	*	*
	Other Exceptional Classifications	176	0.2	49.4	54.4
	Section 504	484	0.6	49.0	54.4
	Limited English Proficient	458	0.5	68.3	58.4
Algebra II	All Students	48,956	100.0	59.0	60.0
	Not Exceptional	40,212	82.2	53.0	58.2
	Academically Gifted	7,865	16.1	90.6	69.4
	Students with Disabilities	823	1.7		
	Behaviorally Emotionally Handicapped	38	0.1	52.6	58.6
	Hearing Impaired	28	0.1	*	*
	Educable Mentally Handicapped	6	0.0	*	*
	Specific Learning Disabled	530	1.1	49.2	57.6
	Speech-Language Impaired	7	0.0	*	*
	Visually Impaired	29	0.1	*	*
	Other Health Impaired	103	0.2	43.7	55.6
	Orthopedically Impaired	13	0.0	*	*
	Traumatic Brain Injured	8	0.0	*	*
	Other Exceptional Classifications	61	0.1	60.7	60.1
	Section 504	178	0.4	50.6	58.8
	Limited English Proficient	145	0.3	59.3	60.1

Notes: *No scores are reported for groups with fewer than thirty students.

**Percent for "Not Exceptional" through "Other Exceptional Classifications" is based on the sum of the students in those categories. Percent for "Limited English Proficient" and "Section 504" is based on the number tested in the "All Students" category.

"Not Exceptional", "Academically Gifted", and "Students with Disabilities" do not sum to "All Students" because some students did not indicate whether or not they were classified exceptional. The "All Students" and "Not Exceptional" categories are added for the purpose of comparison.

Data received from LEAs after October 15, 1999 are not included in this table.

Table 6. 1998-99 End-of-Course Multiple-Choice Test Results
Performance of Exceptional and Limited English Proficient Students by Course

Course	Category	Number Tested	Percent**	Percent at or above Level III	Mean Scale Score
Biology	All Students	76,872	100.0	57.7	56.0
	Not Exceptional	63,036	82.1	54.9	55.2
	Academically Gifted	8,595	11.2	96.7	65.3
	Students with Disabilities	5,158	6.7		
	Behaviorally Emotionally Handicapped	415	0.5	18.3	47.4
	Hearing Impaired	87	0.1	34.5	50.7
	Educable Mentally Handicapped	658	0.9	3.3	42.9
	Specific Learning Disabled	3,217	4.2	29.9	50.1
	Speech-Language Impaired	54	0.1	25.9	49.4
	Visually Impaired	36	0.0	55.6	55.4
	Other Health Impaired	431	0.6	32.7	50.4
	Orthopedically Impaired	42	0.1	28.6	50.9
	Traumatic Brain Injured	18	0.0	*	*
	Other Exceptional Classifications	200	0.3	39.5	51.8
	Section 504	401	0.5	40.1	52.5
	Limited English Proficient	469	0.6	24.3	49.4
Chemistry	All Students	41,261	100.0	60.5	57.8
	Not Exceptional	33,074	80.2	54.2	56.4
	Academically Gifted	7,578	18.4	88.1	64.2
	Students with Disabilities	591	1.4		
	Behaviorally Emotionally Handicapped	16	0.0	*	*
	Hearing Impaired	15	0.0	*	*
	Educable Mentally Handicapped	3	0.0	*	*
	Specific Learning Disabled	382	0.9	54.7	56.6
	Speech-Language Impaired	13	0.0	*	*
	Visually Impaired	24	0.1	*	*
	Other Health Impaired	64	0.2	48.4	56.0
	Orthopedically Impaired	10	0.0	*	*
	Traumatic Brain Injured	11	0.0	*	*
	Other Exceptional Classifications	53	0.1	60.4	57.5
	Section 504	163	0.4	51.5	56.6
	Limited English Proficient	126	0.3	46.0	55.0

Notes: *No scores are reported for groups with fewer than thirty students.

**Percent for "Not Exceptional" through "Other Exceptional Classifications" is based on the sum of the students in those categories. Percent for "Limited English Proficient" and "Section 504" is based on the number tested in the "All Students" category.

"Not Exceptional", "Academically Gifted", and "Students with Disabilities" do not sum to "All Students" because some students did not indicate whether or not they were classified exceptional. The "All Students" and "Not Exceptional" categories are added for the purpose of comparison.

Data received from LEAs after October 15, 1999 are not included in this table.

Table 6. 1998-99 End-of-Course Multiple-Choice Test Results Performance of Exceptional and Limited English Proficient Students by Course

Course	Category	Number Tested	Percent**	Percent at or above Level III	Mean Scale Score
ELP	All Students	77,740	100.0	67.4	55.0
	Not Exceptional	64,111	82.6	66.7	54.5
	Academically Gifted	7,839	10.1	98.3	64.3
	Students with Disabilities	5,622	7.2		
	Behaviorally Emotionally Handicapped	621	0.8	20.6	43.7
	Hearing Impaired	79	0.1	40.5	48.4
	Educable Mentally Handicapped	672	0.9	6.1	40.5
	Specific Learning Disabled	3,455	4.5	35.6	47.9
	Speech-Language Impaired	51	0.1	27.5	48.4
	Visually Impaired	54	0.1	77.8	56.8
	Other Health Impaired	444	0.6	39.4	48.5
	Orthopedically Impaired	43	0.1	67.4	55.7
	Traumatic Brain Injured	22	0.0	*	*
	Other Exceptional Classifications	181	0.2	44.2	51.3
	Section 504	404	0.5	49.8	51.6
	Limited English Proficient	595	0.8	25.0	46.7
English I	All Students	89,679	100.0	64.6	54.5
	Not Exceptional	72,749	81.3	64.9	54.2
	Academically Gifted	9,017	10.1	99.1	65.0
	Students with Disabilities	7,766	8.7		
	Behaviorally Emotionally Handicapped	782	0.9	15.3	44.1
	Hearing Impaired	112	0.1	31.3	47.6
	Educable Mentally Handicapped	957	1.1	2.0	39.8
	Specific Learning Disabled	4,891	5.5	22.8	45.7
	Speech-Language Impaired	63	0.1	28.6	47.7
	Visually Impaired	54	0.1	53.7	51.7
	Other Health Impaired	623	0.7	34.7	48.1
	Orthopedically Impaired	45	0.1	37.8	49.2
	Traumatic Brain Injured	21	0.0	*	*
	Other Exceptional Classifications	218	0.2	36.2	48.7
	Section 504	535	0.6	41.7	50.3
	Limited English Proficient	637	0.7	23.5	46.5

Notes *No scores are reported for groups with fewer than thirty students.

**Percent for "Not Exceptional" through "Other Exceptional Classifications" is based on the sum of the students in those categories. Percent for "Limited English Proficient" and "Section 504" is based on the number tested in the "All Students" category.

"Not Exceptional", "Academically Gifted", and "Students with Disabilities" do not sum to "All Students" because some students did not indicate whether or not they were classified exceptional. The "All Students" and "Not Exceptional" categories are added for the purpose of comparison.

Data received from LEAs after October 15, 1999 are not included in this table.

Table 6. 1998-99 End-of-Course Multiple-Choice Test Results Performance of Exceptional and Limited English Proficient Students by Course

Course	Category	Number Tested	Percent**	Percent at or above Level III	Mean Scale Score
Geometry	All Students	60,764	100.0	58.4	58.4
	Not Exceptional	50,803	83.8	52.7	56.8
	Academically Gifted	8,501	14.0	94.2	68.3
	Students with Disabilities	1,350	2.2		
	Behaviorally Emotionally Handicapped	50	0.1	40.0	52.5
	Hearing Impaired	60	0.1	43.3	54.8
	Educable Mentally Handicapped	19	0.0	*	*
	Specific Learning Disabled	922	1.5	47.5	55.4
	Speech-Language Impaired	26	0.0	*	*
	Visually Impaired	26	0.0	*	*
	Other Health Impaired	143	0.2	53.1	56.9
	Orthopedically Impaired	21	0.0	*	*
	Traumatic Brain Injured	6	0.0	*	*
	Other Exceptional Classifications	77	0.1	50.6	56.3
	Section 504	219	0.4	42.0	55.2
	Limited English Proficient	186	0.3	39.2	54.1
Physical Science	All Students	67,397	100.0	55.7	54.5
	Not Exceptional	57,204	85.0	55.1	54.3
	Academically Gifted	4,677	6.9	96.0	65.0
	Students with Disabilities	5,432	8.1		
	Behaviorally Emotionally Handicapped	480	0.7	16.9	45.8
	Hearing Impaired	60	0.1	38.3	50.6
	Educable Mentally Handicapped	614	0.9	3.6	41.8
	Specific Learning Disabled	3,435	5.1	30.4	49.0
	Speech-Language Impaired	71	0.1	22.5	47.8
	Visually Impaired	43	0.1	55.8	54.7
	Other Health Impaired	475	0.7	36.8	50.6
	Orthopedically Impaired	34	0.1	50.0	53.8
	Traumatic Brain Injured	20	0.0	*	*
	Other Exceptional Classifications	200	0.3	40.0	50.6
	Section 504	414	0.6	43.2	52.0
	Limited English Proficient	505	0.7	23.0	47.5

Notes: *No scores are reported for groups with fewer than thirty students.

**Percent for "Not Exceptional" through "Other Exceptional Classifications" is based on the sum of the students in those categories. Percent for "Limited English Proficient" and "Section 504" is based on the number tested in the "All Students" category.

"Not Exceptional", "Academically Gifted", and "Students with Disabilities" do not sum to "All Students" because some students did not indicate whether or not they were classified exceptional. The "All Students" and "Not Exceptional" categories are added for the purpose of comparison.

Data received from LEAs after October 15, 1999 are not included in this table.

Table 6. 1998-99 End-of-Course Multiple-Choice Test Results Performance of Exceptional and Limited English Proficient Students by Course

Course	Category	Number Tested	Percent**	Percent at or above Level III	Mean Scale Score
Physics	All Students	11,221	100.0	72.0	56.8
	Not Exceptional	7,805	69.7	65.9	55.3
	Academically Gifted	3,292	29.4	86.4	60.5
	Students with Disabilities	107	1.0		
	Behaviorally Emotionally Handicapped	1	0.0	*	*
	Hearing Impaired	8	0.1	*	*
	Educable Mentally Handicapped	0	0.0	*	*
	Specific Learning Disabled	69	0.6	72.5	58.6
	Speech-Language Impaired	0	0.0	*	*
	Visually Impaired	7	0.1	*	*
	Other Health Impaired	6	0.1	*	*
	Orthopedically Impaired	3	0.0	*	*
	Traumatic Brain Injured	1	0.0	*	*
	Other Exceptional Classifications	12	0.1	*	*
	Section 504	39	0.3	87.2	57.3
	Limited English Proficient	32	0.3	68.8	56.9
U.S. History	All Students	70,187	100.0	51.0	56.6
	Not Exceptional	59,161	84.5	47.7	55.9
	Academically Gifted	7,199	10.3	91.7	64.9
	Students with Disabilities	3,686	5.3		
	Behaviorally Emotionally Handicapped	225	0.3	16.4	47.7
	Hearing Impaired	69	0.1	30.4	52.5
	Educable Mentally Handicapped	471	0.7	3.0	43.7
	Specific Learning Disabled	2,362	3.4	26.5	51.0
	Speech-Language Impaired	27	0.0	*	*
	Visually Impaired	38	0.1	47.4	56.0
	Other Health Impaired	310	0.4	30.3	52.0
	Orthopedically Impaired	37	0.1	45.9	54.0
	Traumatic Brain Injured	26	0.0	*	*
	Other Exceptional Classifications	121	0.2	40.5	52.6
	Section 504	295	0.4	36.9	53.7
	Limited English Proficient	427	0.6	26.2	50.8

Notes *No scores are reported for groups with fewer than thirty students.

**Percent for "Not Exceptional" through "Other Exceptional Classifications" is based on the sum of the students in those categories. Percent for "Limited English Proficient" and "Section 504" is based on the number tested in the "All Students" category.

"Not Exceptional", "Academically Gifted", and "Students with Disabilities" do not sum to "All Students" because some students did not indicate whether or not they were classified exceptional. The "All Students" and "Not Exceptional" categories are added for the purpose of comparison.

Data received from LEAs after October 15, 1999 are not included in this table.

Table 7. 1998-99 End-of-Course Multiple-Choice Test Results
Performance of Students Using Accomodations/Modifications
by Course

Course	Category	Number Tested	Percent	Percent at or above Level III	Mean Scale Score
Algebra I	All Students	87,404	100.0	65.4	58.0
	Braille Edition	8	0.2	*	*
	Large Print	24	0.5	*	*
	Assistive Technology	6	0.1	*	*
	Braille Writer	4	0.1	*	*
	Cranmer Abacus	2	0.0	*	*
	Dictation to Scribe	16	0.3	*	*
	Interpreter Signs Test	4	0.1	*	*
	Magnification Devices	4	0.1	*	*
	Student Marks in Text Book	583	11.5	32.2	50.4
	Test Administrator Reads Test Aloud	683	13.4	28.6	48.8
	Use of Typewriter or Word Processor	0	0.0	*	*
	Hospital/Home Testing	43	0.8	39.5	51.2
	Multiple Test Sessions	164	3.2	23.8	48.1
	Scheduled Extended Time	1,943	38.2	37.7	50.9
	Testing in a Separate Room	1,499	29.5	28.8	48.7
	English/Native Language Dictionary/Electronic Translator	82	1.6	69.5	58.4
	Other	17	0.3	*	*
Algebra II	All Students	48,956	100.0	59.0	60.0
	Braille Edition	5	0.8	*	*
	Large Print	11	1.8	*	*
	Assistive Technology	4	0.7	*	*
	Braille Writer	3	0.5	*	*
	Cranmer Abacus	0	0.0	*	*
	Dictation to Scribe	5	0.8	*	*
	Interpreter Signs Test	2	0.3	*	*
	Magnification Devices	3	0.5	*	*
	Student Marks in Text Book	74	12.3	56.8	59.5
	Test Administrator Reads Test Aloud	39	6.5	48.7	58.4
	Use of Typewriter or Word Processor	1	0.2	*	*
	Hospital/Home Testing	12	2.0	*	*
	Multiple Test Sessions	15	2.5	*	*
	Scheduled Extended Time	262	43.4	53.1	59.0
	Testing in a Separate Room	147	24.3	45.6	57.0
	English/Native Language Dictionary/Electronic Translator	15	2.5	*	*
	Other	6	1.0	*	*

Notes: *No scores are reported for groups with fewer than thirty students.
Modifications are available for students with disabilities and students identified as limited English proficient.
All data are rounded to the nearest tenth, therefore, accommodation/modification categories may not sum to 100%.
Data received from LEAs after October 15, 1999 are not included in this table.

Table 7. 1998-99 End-of-Course Multiple-Choice Test Results
Performance of Students Using Accomodations/Modifications (continued)
by Course

Course	Modification	Number Tested	Percent	Percent at or above Level III	Mean Scale Score
Biology	All Students	76,872	100.0	57.7	56.0
	Braille Edition	6	0.1	*	*
	Large Print	21	0.3	*	*
	Assistive Technology	4	0.1	*	*
	Braille Writer	3	0.0	*	*
	Cranmer Abacus	0	0.0	*	*
	Dictation to Scribe	18	0.3	*	*
	Interpreter Signs Test	7	0.1	*	*
	Magnification Devices	2	0.0	*	*
	Student Marks in Text Book	689	11.4	23.5	48.6
	Test Administrator Reads Test Aloud	1,423	23.5	15.7	47.5
	Use of Typewriter or Word Processor	3	0.0	*	*
	Hospital/Home Testing	35	0.6	28.6	49.6
	Multiple Test Sessions	204	3.4	21.1	48.8
	Scheduled Extended Time	1,866	30.8	21.1	48.2
	Testing in a Separate Room	1,699	28.0	18.7	47.7
	English/Native Language Dictionary/Electronic Translator	72	1.2	19.4	48.8
	Other	16	0.3	*	*
Chemistry	All Students	41,261	100.0	60.5	57.8
	Braille Edition	5	1.4	*	*
	Large Print	6	1.6	*	*
	Assistive Technology	2	0.5	*	*
	Braille Writer	1	0.3	*	*
	Cranmer Abacus	0	0.0	*	*
	Dictation to Scribe	8	2.2	*	*
	Interpreter Signs Test	0	0.0	*	*
	Magnification Devices	1	0.3	*	*
	Student Marks in Text Book	39	10.6	51.3	56.2
	Test Administrator Reads Test Aloud	30	8.2	30.0	51.4
	Use of Typewriter or Word Processor	1	0.3	*	*
	Hospital/Home Testing	5	1.4	*	*
	Multiple Test Sessions	6	1.6	*	*
	Scheduled Extended Time	161	43.8	54.7	57.3
	Testing in a Separate Room	89	24.2	48.3	56.6
	English/Native Language Dictionary/Electronic Translator	12	3.3	*	*
	Other	2	0.5	*	*

Notes *No scores are reported for groups with fewer than thirty students.

Modifications are available for students with disabilities and students identified as limited English proficient.

All data are rounded to the nearest tenth, therefore, accommodation/modification categories may not sum to 100%.

Data received from LEAs after October 15, 1999 are not included in this table.

Table 7. 1998-99 End-of-Course Multiple-Choice Test Results
Performance of Students Using Accomodations/Modifications (continued)
by Course

Course	Modification	Number Tested	Percent	Percent at or above Level III	Mean Scale Score
ELP	All Students	77,740	100.0	67.4	55.0
	Braille Edition	8	0.1	*	*
	Large Print	33	0.5	72.7	55.6
	Assistive Technology	4	0.1	*	*
	Braille Writer	1	0.0	*	*
	Cranmer Abacus	0	0.0	*	*
	Dictation to Scribe	20	0.3	*	*
	Interpreter Signs Test	8	0.1	*	*
	Magnification Devices	5	0.1	*	*
	Student Marks in Text Book	635	8.9	28.8	46.6
	Test Administrator Reads Test Aloud	1,676	23.4	21.8	45.1
	Use of Typewriter or Word Processor	7	0.1	*	*
	Hospital/Home Testing	40	0.6	55.0	51.3
	Multiple Test Sessions	186	2.6	26.3	45.4
	Scheduled Extended Time	2,250	31.4	25.8	45.5
	Testing in a Separate Room	2,127	29.7	25.0	45.4
	English/Native Language Dictionary/Electronic Translator	144	2.0	17.4	44.7
	Other	12	0.2	*	*
English I	All Students	89,679	100.0	64.6	54.5
	Braille Edition	9	0.1	*	*
	Large Print	30	0.4	53.3	51.9
	Assistive Technology	4	0.1	*	*
	Braille Writer	4	0.1	*	*
	Cranmer Abacus	0	0.0	*	*
	Dictation to Scribe	14	0.2	*	*
	Interpreter Signs Test	4	0.1	*	*
	Magnification Devices	4	0.1	*	*
	Student Marks in Text Book	992	12.5	16.3	44.1
	Test Administrator Reads Test Aloud**	327	4.1	14.4	43.9
	Use of Typewriter or Word Processor	5	0.1	*	*
	Hospital/Home Testing	49	0.6	44.9	47.6
	Multiple Test Sessions	350	4.4	10.9	42.8
	Scheduled Extended Time	3,229	40.6	17.3	44.4
	Testing in a Separate Room	2,782	34.9	14.8	43.7
	English/Native Language Dictionary/Electronic Translator	134	1.7	18.7	45.1
	Other	26	0.3	*	*

Notes: *No scores are reported for groups with fewer than thirty students.

**The NCDPI is evaluating the reason(s) that the English I test was read aloud to students because this accommodation does not exist for this test.

Modifications are available for students with disabilities and students identified as limited English proficient.

All data are rounded to the nearest tenth, therefore, accommodation/modification categories may not sum to 100%.

Data received from LEAs after October 15, 1999 are not included in this table.

Table 7. 1998-99 End-of-Course Multiple-Choice Test Results Performance of Students Using Accomodations/Modifications (continued) by Course

Course	Modification	Number Tested	Percent	Percent at or above Level III	Mean Scale Score
Geometry	All Students	60,764	100.0	58.4	58.4
	Braille Edition	4	0.4	*	*
	Large Print	9	1.0	*	*
	Assistive Technology	2	0.2	*	*
	Braille Writer	2	0.2	*	*
	Cranmer Abacus	1	0.1	*	*
	Dictation to Scribe	12	1.3	*	*
	Interpreter Signs Test	5	0.5	*	*
	Magnification Devices	2	0.2	*	*
	Student Marks in Text Book	106	11.6	50.9	55.4
	Test Administrator Reads Test Aloud	60	6.5	26.7	51.3
	Use of Typewriter or Word Processor	1	0.1	*	*
	Hospital/Home Testing	18	2.0	*	*
	Multiple Test Sessions	23	2.5	*	*
	Scheduled Extended Time	402	43.8	45.3	55.0
	Testing in a Separate Room	248	27.0	34.3	52.3
	English/Native Language Dictionary/Electronic Translator	17	1.9	*	*
	Other	5	0.5	*	*
Physical Science	All Students	67,397	100.0	55.7	54.5
	Braille Edition	6	0.1	*	*
	Large Print	20	0.3	*	*
	Assistive Technology	3	0.0	*	*
	Braille Writer	1	0.0	*	*
	Cranmer Abacus	2	0.0	*	*
	Dictation to Scribe	15	0.2	*	*
	Interpreter Signs Test	8	0.1	*	*
	Magnification Devices	3	0.0	*	*
	Student Marks in Text Book	683	10.6	25.5	47.9
	Test Administrator Reads Test Aloud	1,490	23.2	18.9	46.6
	Use of Typewriter or Word Processor	4	0.1	*	*
	Hospital/Home Testing	27	0.4	*	*
	Multiple Test Sessions	172	2.7	21.5	46.9
	Scheduled Extended Time	1,974	30.7	20.6	46.9
	Testing in a Separate Room	1,914	29.8	19.1	46.6
	English/Native Language Dictionary/Electronic Translator	94	1.5	19.1	46.7
	Other	10	0.2	*	*

Notes: *No scores are reported for groups with fewer than thirty students.

Modifications are available for students with disabilities and students identified as limited English proficient.

All data are rounded to the nearest tenth, therefore, accommodation/modification categories may not sum to 100%.

Data received from LEAs after October 15, 1999 are not included in this table.

Table 7. 1998-99 End-of-Course Multiple-Choice Test Results Performance of Students Using Accomodations/Modifications (continued) by Course

Course	Modification	Number Tested	Percent	Percent at or above Level III	Mean Scale Score
Physics	All Students	11,221	100.0	72.0	56.8
	Braille Edition	1	1.8	*	*
	Large Print	5	8.9	*	*
	Assistive Technology	0	0.0	*	*
	Braille Writer	0	0.0	*	*
	Cranmer Abacus	0	0.0	*	*
	Dictation to Scribe	1	1.8	*	*
	Interpreter Signs Test	1	1.8	*	*
	Magnification Devices	1	1.8	*	*
	Student Marks in Text Book	8	14.3	*	*
	Test Administrator Reads Test Aloud	0	0.0	*	*
	Use of Typewriter or Word Processor	1	1.8	*	*
	Hospital/Home Testing	1	1.8	*	*
	Multiple Test Sessions	0	0.0	*	*
	Scheduled Extended Time	24	42.9	*	*
	Testing in a Separate Room	8	14.3	*	*
	English/Native Language Dictionary/Electronic Translator	3	5.4	*	*
	Other	2	3.6	*	*
U.S. History	All Students	70,187	100.0	51.0	56.6
	Braille Edition	7	0.2	*	*
	Large Print	23	0.5	*	*
	Assistive Technology	4	0.1	*	*
	Braille Writer	4	0.1	*	*
	Cranmer Abacus	0	0.0	*	*
	Dictation to Scribe	16	0.3	*	*
	Interpreter Signs Test	6	0.1	*	*
	Magnification Devices	3	0.1	*	*
	Student Marks in Text Book	462	10.1	18.4	49.0
	Test Administrator Reads Test Aloud	1,073	23.4	13.7	48.0
	Use of Typewriter or Word Processor	1	0.0	*	*
	Hospital/Home Testing	39	0.9	41.0	54.7
	Multiple Test Sessions	131	2.9	18.3	47.7
	Scheduled Extended Time	1,392	30.4	17.2	48.3
	Testing in a Separate Room	1,322	28.8	14.8	48.1
	English/Native Language Dictionary/Electronic Translator	83	1.8	20.5	49.6
	Other	19	0.4	*	*

Notes: *No scores are reported for groups with fewer than thirty students.

Modifications are available for students with disabilities and students identified as limited English proficient.

All data are rounded to the nearest tenth, therefore, accommodation/modification categories may not sum to 100%.

Data received from LEAs after October 15, 1999 are not included in this table.

Table 8. 1998-99 End-of-Course Multiple-Choice Test Results
Numbers of Exempt Students with Disabilities or Limited English Proficiency by Course

Course	Category	Total Exempt	LEP 1st Year	LEP 2nd Year	LEP* > 2 Years	By IEP Committee	Under Section 504	Temporary Disability	Other Exemption
Algebra I	Behaviorally-Emotionally Handicapped	0	0	0	0	0	0	0	0
	Hearing Impaired	1	0	0	0	1	0	0	0
	Educable Mentally Handicapped	23	0	0	0	22	0	1	0
	Specific Learning Disabled	35	0	0	0	35	0	0	0
	Speech-Language Impaired	0	0	0	0	0	0	0	0
	Visually Impaired	0	0	0	0	0	0	0	0
	Other Health Impaired	9	0	0	0	9	0	0	0
	Orthopedically Impaired	1	0	0	0	0	0	1	0
	Traumatic Brain Impaired	1	0	0	0	1	0	0	0
	Other Exceptional Classifications	3	0	0	0	3	0	0	0
	Section 504	2	0	0	0	1	1	0	0
	Limited English Proficient	77	52	25	0	0	0	0	0
	Total	**152**	**52**	**25**	**0**	**72**	**1**	**2**	**0**
Algebra II	Behaviorally-Emotionally Handicapped	0	0	0	0	0	0	0	0
	Hearing Impaired	0	0	0	0	0	0	0	0
	Educable Mentally Handicapped	0	0	0	0	0	0	0	0
	Specific Learning Disabled	3	0	0	0	3	0	0	0
	Speech-Language Impaired	0	0	0	0	0	0	0	0
	Visually Impaired	0	0	0	0	0	0	0	0
	Other Health Impaired	1	0	0	0	0	0	0	1
	Orthopedically Impaired	0	0	0	0	0	0	0	0
	Traumatic Brain Impaired	0	0	0	0	0	0	0	0
	Other Exceptional Classifications	1	1	0	0	0	0	0	0
	Section 504	2	0	0	0	0	2	0	0
	Limited English Proficient	16	14	2	0	0	0	0	0
	Total	**23**	**15**	**2**	**0**	**3**	**2**	**0**	**1**
Biology	Behaviorally-Emotionally Handicapped	9	0	0	0	8	0	0	1
	Hearing Impaired	3	0	0	0	3	0	0	0
	Educable Mentally Handicapped	83	0	0	0	80	0	0	3
	Specific Learning Disabled	28	0	0	0	25	0	1	2
	Speech-Language Impaired	0	0	0	0	0	0	0	0
	Visually Impaired	0	0	0	0	0	0	0	0
	Other Health Impaired	8	0	0	0	7	0	0	1
	Orthopedically Impaired	0	0	0	0	0	0	0	0
	Traumatic Brain Impaired	0	0	0	0	0	0	0	0
	Other Exceptional Classifications	3	0	0	0	3	0	0	0
	Section 504	6	0	0	0	4	2	0	0
	Limited English Proficient	116	65	49	0	2	0	0	0
	Total	**256**	**65**	**49**	**0**	**132**	**2**	**1**	**7**

Notes: *Limited English Proficient students may be exempt for up to two years, depending on their level of English proficiency.

Data received from LEAs after October 15, 1999 are not included in this table.

Table 8. 1998-99 End-of-Course Multiple-Choice Test Results
Numbers of Exempt Students with Disabilities or Limited English Proficiency by Course (continued)

Course	Category	Total Exempt	LEP 1st Year	LEP 2nd Year	LEP* > 2 Years	By IEP Committee	Under Section 504	Temporary Disability	Other Exemption
Chemistry	Behaviorally-Emotionally Handicapped	0	0	0	0	0	0	0	0
	Hearing Impaired	0	0	0	0	0	0	0	0
	Educable Mentally Handicapped	1	0	0	0	1	0	0	0
	Specific Learning Disabled	1	0	0	0	0	0	1	0
	Speech-Language Impaired	0	0	0	0	0	0	0	0
	Visually Impaired	0	0	0	0	0	0	0	0
	Other Health Impaired	0	0	0	0	0	0	0	0
	Orthopedically Impaired	0	0	0	0	0	0	0	0
	Traumatic Brain Impaired	0	0	0	0	0	0	0	0
	Other Exceptional Classifications	0	0	0	0	0	0	0	0
	Section 504	2	0	0	0	0	2	0	0
	Limited English Proficient	5	3	2	0	0	0	0	0
	Total	**9**	**3**	**2**	**0**	**1**	**2**	**1**	**0**
ELP	Behaviorally-Emotionally Handicapped	19	0	0	0	19	0	0	0
	Hearing Impaired	0	0	0	0	0	0	0	0
	Educable Mentally Handicapped	116	0	0	0	113	0	0	3
	Specific Learning Disabled	34	1	0	0	33	0	0	0
	Speech-Language Impaired	1	0	0	0	1	0	0	0
	Visually Impaired	0	0	0	0	0	0	0	0
	Other Health Impaired	8	0	0	0	6	0	0	2
	Orthopedically Impaired	1	0	0	0	0	0	1	0
	Traumatic Brain Impaired	2	0	0	0	2	0	0	0
	Other Exceptional Classifications	5	0	0	0	5	0	0	0
	Section 504	2	0	0	0	0	2	0	0
	Limited English Proficient	220	160	53	0	3	0	0	4
	Total	**408**	**161**	**53**	**0**	**182**	**2**	**1**	**9**
English I	Behaviorally-Emotionally Handicapped	32	0	0	0	32	0	0	0
	Hearing Impaired	4	0	0	0	4	0	0	0
	Educable Mentally Handicapped	218	0	0	0	211	0	0	7
	Specific Learning Disabled	68	1	0	0	63	0	0	4
	Speech-Language Impaired	1	0	0	0	1	0	0	0
	Visually Impaired	2	0	0	0	1	0	0	1
	Other Health Impaired	12	0	0	0	12	0	0	0
	Orthopedically Impaired	2	0	0	0	1	0	1	0
	Traumatic Brain Impaired	4	0	0	0	3	0	0	1
	Other Exceptional Classifications	20	1	1	0	18	0	0	0
	Section 504	5	0	0	0	1	2	1	1
	Limited English Proficient	279	208	68	0	1	0	0	2
	Total	**647**	**210**	**69**	**0**	**348**	**2**	**2**	**16**

Notes: *Limited English Proficient students may be exempt for up to two years, depending on their level of English proficiency.

Data received from LEAs after October 15, 1999 are not included in this table.

Table 8. 1998-99 End-of-Course Multiple-Choice Test Results
Numbers of Exempt Students with Disabilities or Limited English Proficiency by Course (continued)

Course	Category	Total Exempt	LEP 1st Year	LEP 2nd Year	LEP* > 2 Years	By IEP Committee	Under Section 504	Temporary Disability	Other Exemption
Geometry	Behaviorally-Emotionally Handicapped	0	0	0	0	0	0	0	0
	Hearing Impaired	0	0	0	0	0	0	0	0
	Educable Mentally Handicapped	0	0	0	0	0	0	0	0
	Specific Learning Disabled	1	0	0	0	1	0	0	0
	Speech-Language Impaired	0	0	0	0	0	0	0	0
	Visually Impaired	0	0	0	0	0	0	0	0
	Other Health Impaired	0	0	0	0	0	0	0	0
	Orthopedically Impaired	1	0	0	0	0	0	1	0
	Traumatic Brain Impaired	0	0	0	0	0	0	0	0
	Other Exceptional Classifications	0	0	0	0	0	0	0	0
	Section 504	2	1	0	0	0	1	0	0
	Limited English Proficient	15	11	4	0	0	0	0	0
	Total	**19**	**12**	**4**	**0**	**1**	**1**	**1**	**0**
Physical Science	Behaviorally-Emotionally Handicapped	19	0	0	0	19	0	0	0
	Hearing Impaired	0	0	0	0	0	0	0	0
	Educable Mentally Handicapped	101	0	0	0	100	0	0	1
	Specific Learning Disabled	26	0	0	0	23	0	1	2
	Speech-Language Impaired	4	3	0	0	1	0	0	0
	Visually Impaired	0	0	0	0	0	0	0	0
	Other Health Impaired	6	0	0	0	5	0	1	0
	Orthopedically Impaired	1	0	0	0	1	0	0	0
	Traumatic Brain Impaired	0	0	0	0	0	0	0	0
	Other Exceptional Classifications	9	0	0	0	9	0	0	0
	Section 504	3	0	0	0	1	2	0	0
	Limited English Proficient	157	113	41	0	3	0	0	0
	Total	**326**	**116**	**41**	**0**	**162**	**2**	**2**	**3**
Physics	Behaviorally-Emotionally Handicapped	0	0	0	0	0	0	0	0
	Hearing Impaired	0	0	0	0	0	0	0	0
	Educable Mentally Handicapped	0	0	0	0	0	0	0	0
	Specific Learning Disabled	0	0	0	0	0	0	0	0
	Speech-Language Impaired	0	0	0	0	0	0	0	0
	Visually Impaired	1	0	0	0	1	0	0	0
	Other Health Impaired	0	0	0	0	0	0	0	0
	Orthopedically Impaired	0	0	0	0	0	0	0	0
	Traumatic Brain Impaired	0	0	0	0	0	0	0	0
	Other Exceptional Classifications	0	0	0	0	0	0	0	0
	Section 504	0	0	0	0	0	0	0	0
	Limited English Proficient	4	4	0	0	0	0	0	0
	Total	**5**	**4**	**0**	**0**	**1**	**0**	**0**	**0**

Notes: *Limited English Proficient students may be exempt for up to two years, depending on their level of English proficiency.

Data received from LEAs after October 15, 1999 are not included in this table.

Table 8. 1998-99 End-of-Course Multiple-Choice Test Results
Numbers of Exempt Students with Disabilities or Limited English Proficiency by Course (continued)

Course	Category	Total Exempt	LEP 1st Year	LEP 2nd Year	LEP* > 2 Years	By IEP Committee	Under Section 504	Temporary Disability	Other Exemptio
U.S. History	Behaviorally-Emotionally Handicapped	18	0	0	0	17	0	0	1
	Hearing Impaired	2	0	0	0	2	0	0	0
	Educable Mentally Handicapped	91	0	0	0	90	0	0	1
	Specific Learning Disabled	15	0	0	0	13	0	1	1
	Speech-Language Impaired	1	0	0	0	0	0	0	1
	Visually Impaired	2	0	0	0	1	0	1	0
	Other Health Impaired	11	0	0	0	9	0	1	1
	Orthopedically Impaired	0	0	0	0	0	0	0	0
	Traumatic Brain Impaired	0	0	0	0	0	0	0	0
	Other Exceptional Classifications	5	0	0	0	4	0	0	1
	Section 504	5	0	0	0	0	5	0	0
	Limited English Proficient	66	35	30	0	0	0	0	1
	Total	**216**	**35**	**30**	**0**	**136**	**5**	**3**	**7**

Notes: *Limited English Proficient students may be exempt for up to two years, depending on their level of English proficiency.
Data received from LEAs after October 15, 1999 are not included in this table.

Table 9. 1998-99 End-of-Course Multiple-Choice Test Results
Characteristics and Performance of Students Taking Algebra I

	N	Percent	Percent at or above Level III
All Students	87,404	100.0	65.4
Gender			
Male	43,071	49.3	63.9
Female	44,314	50.7	66.8
Ethnic Group			
American Indian	1,076	1.2	54.4
Asian	1,783	2.0	78.9
Black	24,598	28.2	45.4
Hispanic	1,713	2.0	63.2
Multi-Racial	530	0.6	67.5
White	57,601	65.9	73.7
Other	80	0.1	51.3
Grade Level			
7	1,601	1.8	89.6
8	20,681	23.7	86.5
9	36,453	41.8	70.3
10	19,050	21.8	46.9
11	6,861	7.9	35.3
12	2,652	3.0	28.5
Post High School Plans			
Seek employment	2,998	3.5	38.6
Military service	4,747	5.5	49.3
Trade/Business school	2,058	2.4	40.1
Community/Junior college	12,062	13.9	50.3
Four-year college	53,231	61.4	74.7
Undecided	9,430	10.9	59.5
Other	2,113	2.4	49.6

	N	Percent	Percent at or above Level III
Anticipated Final Grade			
A	13,848	16.0	95.9
B	22,647	26.2	84.3
C	23,210	26.8	64.1
D	16,611	19.2	41.9
F	10,221	11.8	23.0
Parental Education			
Less than High School	5,681	6.6	51.8
High School	26,338	30.8	58.7
Trade School	3,677	4.3	60.3
Community/Junior College	17,326	20.2	65.6
Four Year College	22,608	26.4	72.2
Graduate Degree	9,993	11.7	79.7
Hours of Homework Assigned Per Week			
None assigned	1,661	1.9	38.5
Less than 1	24,865	28.6	58.4
1 to 1.5	26,824	30.8	64.1
1.5 to 2	13,318	15.3	70.8
2 to 3	10,460	12.0	78.1
More than 3	6,988	8.0	81.9
Assigned but not done	2,878	3.3	45.3

Data received from LEAs after October 15, 1999 are not included in this table.

Table 10. 1998-99 End-of-Course Multiple-Choice Test Results
Characteristics and Performance of Students Taking Algebra II

	N	Percent	Percent at or above Level III
All Students	48,956	100.0	59.0
Gender			
Male	22,041	45.0	59.7
Female	26,908	55.0	58.4
Ethnic Group			
American Indian	563	1.2	34.3
Asian	1,202	2.5	72.5
Black	11,028	22.5	36.0
Hispanic	744	1.5	53.2
Multi-Racial	283	0.6	53.0
White	35,060	71.6	66.3
Other	62	0.1	48.4
Grade Level			
9	1,605	3.3	90.9
10	18,581	38.1	80.9
11	19,919	40.9	49.5
12	8,605	17.7	27.2
Post High School Plans			
Seek employment	603	1.2	38.0
Military service	1,334	2.7	41.1
Trade/Business school	535	1.1	39.6
Community/Junior college	7,336	15.1	37.4
Four-year college	35,832	73.8	65.3
Undecided	2,502	5.2	52.8
Other	417	0.9	59.7

	N	Percent	Percent at or above Level III
Anticipated Final Grade			
A	7,952	16.3	92.0
B	12,886	26.4	76.3
C	13,334	27.3	56.0
D	9,692	19.8	35.0
F	5,009	10.2	16.9
Parental Education			
Less than High School	1,671	3.5	43.2
High School	11,984	24.9	50.7
Trade School	2,272	4.7	52.9
Community/Junior College	10,184	21.1	53.5
Four Year College	14,278	29.6	64.9
Graduate Degree	7,788	16.2	74.5
Hours of Homework Assigned Per Week			
None assigned	456	0.9	38.2
Less than 1	11,582	23.8	50.8
1 to 1.5	13,584	27.9	53.3
1.5 to 2	7,860	16.1	63.0
2 to 3	7,433	15.3	69.7
More than 3	5,916	12.2	74.8
Assigned but not done	1,839	3.8	49.3

Data received from LEAs after October 15, 1999 are not included in this table.

Table 11. 1998-99 End-of-Course Multiple-Choice Test Results
Characteristics and Performance of Students Taking Biology

	N	Percent	Percent at or above Level III
All Students	76,872	100.0	57.7
Gender			
Male	38,098	49.6	58.5
Female	38,769	50.4	56.9
Ethnic Group			
American Indian	920	1.2	44.3
Asian	1,456	1.9	60.2
Black	22,240	28.9	31.3
Hispanic	1,450	1.9	45.6
Multi-Racial	415	0.5	60.2
White	50,315	65.5	69.9
Other	54	0.1	51.9
Grade Level			
9	19,689	25.7	67.9
10	50,354	65.8	56.3
11	5,114	6.7	37.4
12	1,327	1.7	36.7
Post High School Plans			
Seek employment	2,949	3.9	30.8
Military service	4,090	5.4	41.6
Trade/Business school	1,982	2.6	30.4
Community/Junior college	11,206	14.7	43.4
Four-year college	45,992	60.4	68.4
Undecided	8,058	10.6	47.6
Other	1,853	2.4	37.5

	N	Percent	Percent at or above Level III
Anticipated Final Grade			
A	10,668	14.0	91.8
B	20,341	26.6	76.8
C	22,156	29.0	53.9
D	15,205	19.9	35.1
F	8,103	10.6	18.5
Parental Education			
Less than High School	5,320	7.1	33.9
High School	23,136	30.7	47.1
Trade School	3,282	4.4	55.7
Community/Junior College	15,207	20.2	58.5
Four Year College	19,378	25.7	68.5
Graduate Degree	9,078	12.0	77.9
Hours of Homework Assigned Per Week			
None assigned	2,931	3.8	41.8
Less than 1	25,501	33.3	53.6
1 to 1.5	22,973	30.0	55.7
1.5 to 2	10,233	13.4	63.9
2 to 3	7,140	9.3	69.8
More than 3	4,643	6.1	75.3
Assigned but not done	3,045	4.0	49.0

Data received from LEAs after October 15, 1999 are not included in this table

Table 12. 1998-99 End-of-Course Multiple-Choice Test Results
Characteristics and Performance of Students Taking Chemistry

	N	Percent	Percent at or above Level III
All Students	41,261	100.0	60.5
Gender			
Male	18,046	43.7	64.3
Female	23,209	56.3	57.4
Ethnic Group			
American Indian	476	1.2	37.6
Asian	1,087	2.6	69.3
Black	8,656	21.0	37.4
Hispanic	572	1.4	50.0
Multi-Racial	202	0.5	66.8
White	30,205	73.2	67.3
Other	46	0.1	45.7
Grade Level			
9	183	0.4	65.0
10	11,059	26.9	79.0
11	24,321	59.1	56.9
12	5,616	13.6	38.9
Post High School Plans			
Seek employment	396	1.0	37.4
Military service	947	2.3	45.2
Trade/Business school	405	1.0	34.8
Community/Junior college	5,295	12.9	38.4
Four-year college	31,796	77.4	65.8
Undecided	1,904	4.6	53.1
Other	330	0.8	54.8

	N	Percent	Percent at or above Level III
Anticipated Final Grade			
A	6,882	16.7	90.9
B	11,714	28.5	75.2
C	11,760	28.6	54.9
D	7,164	17.4	36.3
F	3,598	8.8	21.2
Parental Education			
Less than High School	1,264	3.1	41.1
High School	9,621	23.6	50.5
Trade School	1,909	4.7	56.5
Community/Junior College	8,337	20.4	54.9
Four Year College	12,536	30.7	65.0
Graduate Degree	7,162	17.5	77.4
Hours of Homework Assigned Per Week			
None assigned	692	1.7	44.4
Less than 1	11,751	28.5	54.7
1 to 1.5	11,946	29.0	57.5
1.5 to 2	6,254	15.2	64.3
2 to 3	5,070	12.3	70.2
More than 3	3,797	9.2	73.3
Assigned but not done	1,666	4.0	55.8

Data received from LEAs after October 15, 1999 are not included in this table.

Table 13. 1998-99 End-of-Course Multiple-Choice Test Results
Characteristics and Performance of Students Taking ELP

	N	Percent	Percent at or above Level III
All Students	77,740	100.0	67.4
Gender			
Male	38,766	49.9	67.6
Female	38,966	50.1	67.2
Ethnic Group			
American Indian	1,060	1.4	46.8
Asian	1,679	2.2	64.0
Black	21,311	27.4	46.4
Hispanic	1,650	2.1	52.7
Multi-Racial	515	0.7	69.9
White	51,398	66.1	77.0
Other	101	0.1	77.2
Grade Level			
9	59,794	77.3	66.9
10	10,210	13.2	64.6
11	2,471	3.2	67.0
12	4,847	6.3	79.7
Post High School Plans			
Seek employment	3,048	3.9	39.9
Military service	4,370	5.7	53.8
Trade/Business school	1,838	2.4	45.8
Community/Junior college	9,300	12.0	59.5
Four-year college	47,467	61.5	76.8
Undecided	8,811	11.4	54.4
Other	2,355	3.1	41.1

	N	Percent	Percent at or above Level III
Anticipated Final Grade			
A	13,517	17.5	96.0
B	20,578	26.6	85.3
C	21,140	27.3	65.2
D	13,886	18.0	43.0
F	8,211	10.6	22.7
Parental Education			
Less than High School	5,531	7.2	41.3
High School	23,496	30.8	57.2
Trade School	3,243	4.2	64.5
Community/Junior College	14,524	19.0	71.8
Four Year College	19,966	26.2	77.2
Graduate Degree	9,551	12.5	84.1
Hours of Homework Assigned Per Week			
None assigned	3,550	4.6	57.0
Less than 1	28,710	37.1	66.8
1 to 1.5	22,824	29.5	66.2
1.5 to 2	10,038	13.0	71.9
2 to 3	6,128	7.9	75.4
More than 3	3,191	4.1	79.8
Assigned but not done	3,030	3.9	52.7

Data received from LEAs after October 15, 1999 are not included in this table

Table 14. 1998-99 End-of-Course Multiple-Choice Test Results
Characteristics and Performance of Students Taking English I

	N	Percent	Percent at or above Level III
All Students	89,679	100.0	64.6
Gender			
Male	45,769	51.0	59.4
Female	43,902	49.0	69.9
Ethnic Group			
American Indian	1,394	1.6	46.6
Asian	1,564	1.7	66.0
Black	26,141	29.2	44.5
Hispanic	1,880	2.1	50.5
Multi-Racial	584	0.7	70.4
White	58,046	64.7	74.4
Other	56	0.1	57.1
Grade Level			
9	86,843	97.4	65.3
10	1,965	2.2	37.6
11	221	0.2	42.5
12	95	0.1	50.5
Post High School Plans			
Seek employment	3,643	4.1	34.4
Military service	5,404	6.1	47.2
Trade/Business school	2,131	2.4	37.0
Community/Junior college	9,330	10.5	55.7
Four-year college	53,529	60.3	75.6
Undecided	11,411	12.9	53.2
Other	3,332	3.8	33.7

	N	Percent	Percent at or above Level III
Anticipated Final Grade			
A	12,329	13.8	92.5
B	24,387	27.4	82.5
C	25,295	28.4	63.5
D	16,886	19.0	43.5
F	10,191	11.4	26.0
Parental Education			
Less than High School	7,277	8.3	39.3
High School	28,177	32.2	55.5
Trade School	3,713	4.2	59.1
Community/Junior College	16,703	19.1	69.4
Four Year College	21,886	25.0	75.5
Graduate Degree	9,852	11.2	82.1
Hours of Homework Assigned Per Week			
None assigned	3,560	4.0	40.4
Less than 1	29,654	33.3	59.8
1 to 1.5	27,258	30.6	65.4
1.5 to 2	12,675	14.2	72.4
2 to 3	8,064	9.0	77.1
More than 3	4,538	5.1	82.1
Assigned but not done	3,379	3.8	44.4

Data received from LEAs after October 15, 1999 are not included in this table.

Table 15. 1998-99 End-of-Course Multiple-Choice Test Results
Characteristics and Performance of Students Taking Geometry

	N	Percent	Percent at or above Level III
All Students	60,764	100.0	58.4
Gender			
Male	28,017	46.1	62.1
Female	32,742	53.9	55.3
Ethnic Group			
American Indian	696	1.1	31.2
Asian	1,303	2.1	67.2
Black	15,209	25.0	30.3
Hispanic	1,003	1.7	50.0
Multi-Racial	339	0.6	64.0
White	42,131	69.4	69.0
Other	70	0.1	57.1
Grade Level			
9	17,832	29.9	86.7
10	26,122	43.9	55.9
11	12,074	20.3	29.2
12	3,538	5.9	22.6
Post High School Plans			
Seek employment	1,015	1.7	36.7
Military service	2,103	3.5	41.9
Trade/Business school	927	1.5	36.7
Community/Junior college	8,304	13.7	37.2
Four-year college	42,734	70.7	65.2
Undecided	4,568	7.6	53.3
Other	797	1.3	52.1

	N	Percent	Percent at or above Level III
Anticipated Final Grade			
A	9,478	15.7	94.7
B	15,451	25.5	79.6
C	16,240	26.8	56.0
D	12,209	20.2	32.4
F	7,181	11.9	14.9
Parental Education			
Less than High School	2,595	4.3	40.8
High School	16,073	26.9	48.1
Trade School	2,494	4.2	55.4
Community/Junior College	12,705	21.2	53.8
Four Year College	17,495	29.2	65.9
Graduate Degree	8,485	14.2	77.0
Hours of Homework Assigned Per Week			
None assigned	754	1.2	41.4
Less than 1	16,501	27.2	52.0
1 to 1.5	18,117	29.9	53.9
1.5 to 2	9,424	15.5	62.0
2 to 3	8,025	13.2	70.6
More than 3	5,579	9.2	75.7
Assigned but not done	2,209	3.6	48.2

Data received from LEAs after October 15, 1999 are not included in this table.

Table 16. 1998-99 End-of-Course Multiple-Choice Test Results
Characteristics and Performance of Students Taking Physical Science

	N	Percent	Percent at or above Level III
All Students	67,397	100.0	55.7
Gender			
Male	34,201	50.8	58.7
Female	33,187	49.2	52.6
Ethnic Group			
American Indian	962	1.4	34.6
Asian	1,130	1.7	52.8
Black	20,300	30.1	31.6
Hispanic	1,509	2.2	41.7
Multi-Racial	455	0.7	61.3
White	42,967	63.8	68.0
Other	55	0.1	45.5
Grade Level			
9	53,704	80.9	56.3
10	8,651	13.0	53.7
11	2,750	4.1	46.9
12	1,270	1.9	49.1
Post High School Plans			
Seek employment	2,920	4.4	32.9
Military service	4,270	6.4	45.0
Trade/Business school	1,876	2.8	32.7
Community/Junior college	8,636	12.9	47.6
Four-year college	38,289	57.2	65.2
Undecided	8,589	12.8	46.9
Other	2,343	3.5	32.7

	N	Percent	Percent at or above Level III
Anticipated Final Grade			
A	8,712	13.0	90.5
B	16,384	24.4	76.6
C	19,231	28.7	54.6
D	13,720	20.5	35.4
F	9,002	13.4	17.8
Parental Education			
Less than High School	5,495	8.3	33.4
High School	22,281	33.7	47.4
Trade School	2,971	4.5	54.3
Community/Junior College	13,503	20.4	60.8
Four Year College	15,816	23.9	66.2
Graduate Degree	6,059	9.2	72.1
Hours of Homework Assigned Per Week			
None assigned	3,534	5.3	41.5
Less than 1	25,551	38.0	54.7
1 to 1.5	19,682	29.3	55.5
1.5 to 2	8,107	12.1	61.2
2 to 3	4,863	7.2	66.7
More than 3	2,426	3.6	69.4
Assigned but not done	3,038	4.5	40.8

Data received from LEAs after October 15, 1999 are not included in this table.

Table 17. 1998-99 End-of-Course Multiple-Choice Test Results
Characteristics and Performance of Students Taking Physics

	N	Percent	Percent at or above Level III
All Students	11,221	100.0	72.0
Gender			
Male	5,996	53.4	78.6
Female	5,225	46.6	64.4
Ethnic Group			
American Indian	96	0.9	36.5
Asian	504	4.5	77.8
Black	1,564	13.9	45.9
Hispanic	138	1.2	63.0
Multi-Racial	64	0.6	71.9
White	8,845	78.8	76.8
Other	8	0.1	*
Grade Level			
10	345	3.1	88.1
11	3,678	32.9	78.8
12	7,155	64.0	67.6
Post High School Plans			
Seek employment	72	0.7	56.9
Military service	172	1.6	64.5
Trade/Business school	71	0.6	60.6
Community/Junior college	834	7.5	49.2
Four-year college	9,573	86.6	74.3
Undecided	226	2.0	70.4
Other	101	0.9	76.2

	N	Percent	Percent at or above Level III
Anticipated Final Grade			
A	2,794	25.0	92.1
B	3,913	35.0	77.6
C	2,969	26.6	59.8
D	1,139	10.2	48.6
F	356	3.2	33.7
Parental Education			
Less than High School	214	2.0	51.4
High School	2,013	18.4	61.9
Trade School	436	4.0	64.2
Community/Junior College	1,775	16.2	63.6
Four Year College	3,717	33.9	75.8
Graduate Degree	2,802	25.6	82.7
Hours of Homework Assigned Per Week			
None assigned	323	2.9	60.1
Less than 1	3,597	32.1	69.6
1 to 1.5	2,838	25.3	69.7
1.5 to 2	1,538	13.7	74.6
2 to 3	1,215	10.8	78.3
More than 3	911	8.1	76.2
Assigned but not done	786	7.0	76.7

Data received from LEAs after October 15, 1999 are not included in this table.

Table 18. 1998-99 End-of-Course Multiple-Choice Test Results
Characteristics and Performance of Students Taking U.S. History

	N	Percent	Percent at or above Level III
All Students	70,187	100.0	51.0
Gender			
Male	33,720	48.0	55.1
Female	36,460	52.0	47.2
Ethnic Group			
American Indian	882	1.3	29.5
Asian	1,432	2.0	58.7
Black	19,530	27.8	29.4
Hispanic	1,184	1.7	42.2
Multi-Racial	351	0.5	60.1
White	46,721	66.6	60.4
Other	68	0.1	48.5
Grade Level			
9	1,116	1.6	45.3
10	4,315	6.2	28.2
11	59,146	84.4	53.9
12	5,490	7.8	38.7
Post High School Plans			
Seek employment	2,825	4.1	25.3
Military service	3,437	4.9	36.3
Trade/Business school	1,823	2.6	29.2
Community/Junior college	14,646	21.0	32.4
Four-year college	39,937	57.3	64.4
Undecided	5,747	8.2	38.8
Other	1,293	1.9	36.8

	N	Percent	Percent at or above Level III
Anticipated Final Grade			
A	9,085	13.0	87.4
B	18,422	26.4	70.0
C	21,636	31.0	46.4
D	14,963	21.4	26.7
F	5,748	8.2	14.4
Parental Education			
Less than High School	4,205	6.1	26.5
High School	20,514	29.7	39.1
Trade School	3,574	5.2	49.2
Community/Junior College	14,659	21.2	49.4
Four Year College	17,163	24.8	61.6
Graduate Degree	9,050	13.1	74.5
Hours of Homework Assigned Per Week			
None assigned	2,525	3.6	42.7
Less than 1	20,650	29.5	44.5
1 to 1.5	19,845	28.4	45.3
1.5 to 2	9,800	14.0	53.5
2 to 3	7,704	11.0	61.9
More than 3	6,858	9.8	73.9
Assigned but not done	2,565	3.7	54.6

Data received from LEAs after October 15, 1999 are not included in this table.

Table 19. 1998-99 End-of-Course Goal Summary Report
Algebra I

	Number of Observations*	Number of Items /Area	Mean Scale Score
The 1994 state average of 55.1 is the point of comparison for Algebra I scale scores.	87,404	81	58.0
GOAL 1: Use the Language of Algebra		24	51.3
GOAL 2: Perform operations with real numbers		60	55.7
GOAL 3: Solve equations and inequalities with one variable		78	54.0
GOAL 4: Demonstrate an elementary understanding of relations and functions		60	53.4
GOAL 5: Graph and use linear equations and inequalities		66	55.7
GOAL 6: Graph and solve systems of linear equations and inequalities		42	55.3
GOAL 7: Perform operations with polynomials		66	55.5
GOAL 8: Work with ratios, proportions, and percents		24	53.6
GOAL 9: Explore, graph, and interpret nonlinear equations		66	55.8
Basic Operations and Equations (Goals 1-3)		162	55.9
Linear Relationships (Goals 4-6)		168	56.9
Ratios, Proportions and Percents, and Non-linear Relationships (Goals 7-9)		156	57.6

NUMBER OF STUDENTS TAKING FORM	M	P	Q	R	S	T	U	V
	5,219	0	5,209	24,052	0	23,971	23,789	5,164

*"Number of Observations" does not include students that were absent or exempted from testing or whose results were declared non-valid regardless of the number of responses. All other students were given scores, even if their tests were blank. Data received from LEAs after October 15, 1999 are not included in this table.

Table 20. 1998-99 End-of-Course Goal Summary Report
Algebra II

	Number of Observations*	Number of Items /Area	Mean Scale Score
The 1997 state average of 58.5 is the point of comparison for Algebra II scale scores.	48,956	60	60.0
GOAL 1: Solve, Graph, and Use Equations and Inequalities		36	53.0
GOAL 2: Demonstrate an Understanding of Relations and Functions		48	53.4
GOAL 3: Operations with Matrices		30	55.0
GOAL 4: Graph and Solve Systems of Equations and Inequalities		30	53.4
GOAL 5: Perform Operations and Solve Problems with Polynomials		36	53.5
GOAL 6: Use Rational Expressions to Solve Problems		42	53.0
GOAL 7: Solve Problems with Quadratic Equations and Inequalities		48	54.4
GOAL 8: Use Analytical Geometry to Solve Problems		18	52.5
GOAL 9: Solve Problems involving Logarithmic and Exponential Functions		36	54.3
GOAL 10: Solve Problems involving Sequences and Series		18	51.1
GOAL 11: Solve Problems involving Probability		18	50.9

NUMBER OF STUDENTS TAKING FORM	D	E	F	G	H	I
	5,179	5,116	5,094	11,213	11,195	11,159

*"Number of Observations" does not include students that were absent or exempted from testing or whose results were declared non-valid regardless of the number of responses. All other students were given scores, even if their tests were blank.
Data received from LEAs after October 15, 1999 are not included in this table.

Table 21. 1998-99 End-of-Course Goal Summary Report
Biology

	Number of Observations*	Number of Items /Area	Mean Scale Score
The 1995 state average of 55.5 is a point of comparison for Biology scale scores.	76,872	95	56.0
SKILL GOALS			
GOAL 1: Develop an Understanding of the Nature of Science		23	51.8
GOAL 2: Develop the Ability to Use Science Process Skills		379	55.4
GOAL 3: Develop the Ability to Use Science Manipulative Skills		21	51.7
GOAL 5: Have an Understanding of the Relevance of Current Topics in Biology		36	53.3
Conceptual Knowledge: Understand the Fundamental Concepts, Principles, and Facts of Science		298	55.4
CONTENT GOALS			
GOAL 6: Understand the Chemical and Physical Basis of Life.		241	53.7
GOAL 7: Understand the Continuity of Life		303	55.4
GOAL 8: Have an Understanding of Ecology		212	56.1

NUMBER OF STUDENTS TAKING FORM	J	K	L	M	N	O	P	Q
	8,237	17,545	3	2	8,117	8,121	17,497	17,350

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*"Number of Observations" does not include students that were absent or exempted from testing or whose results were declared non-valid regardless of the number of responses. All other students were given scores, even if their tests were blank. Data received from LEAs after October 15, 1999 are not included in this table.

Table 22. 1998-99 End-of-Course Goal Summary Report
Chemistry

	Number of Observations*	Number of Items /Area	Mean Scale Score
The 1997 state average of 56.8 is the point of comparison for Chemistry scale scores.	41,261	88	57.8
SKILL GOALS			
GOAL 1: Understand the Nature of Science.		24	52.6
GOAL 2: Have Ability to use Science Process Skills		215	57.1
GOAL 3: Have Ability to use Science Manipulative Skills		20	52.5
GOAL 5: Understand the Relevance of Current Topics in Chemistry		19	51.5
CONCEPTUAL KNOWLEDGE: Understand the fundamental concepts, principles, and facts of science.		159	56.6
CONTENT GOALS/OBJECTIVES			
GOAL 6: Understand Properties of Solutions		109	52.9
GOAL 7: Understand the Regularities of Chemistry		213	57.8
GOAL 8: Understand the Changes in Chemistry		80	56.8
GOAL 9: Understand the Models in Chemistry		35	54.2

NUMBER OF STUDENTS TAKING FORM	A	B	C	D	E	F
	9,878	0	9,836	3,949	13,719	3,879

*"Number of Observations" does not include students that were absent or exempted from testing or whose results were declared non-valid regardless of the number of responses. All other students were given scores, even if their tests were blank. Data received from LEAs after October 15, 1999 are not included in this table.

Table 23. 1998-99 End-of-Course Goal Summary Report
Economic, Legal, and Political Systems

	Number of Observations*	Number of Items /Area	Mean Scale Score
The 1997 state average of 53.8 is the point of comparison for ELP scale scores.	77,740	100	55.0
GOAL 1: Awareness and Understanding of Issues and Problems Confronting the American Economic, Legal, and Political Systems		64	51.9
GOAL 2: Knowledge of the Rights and an Understanding of the Obligations of Responsible Citizenship		79	52.3
GOAL 3: Understand How and Why Individuals and Groups Make Economic Decisions		70	52.9
GOAL 4: Features of the United States Economic System		77	52.8
GOAL 5: Factors Influencing the United States Economy		79	53.4
GOAL 6: Understand the Function and Importance of the North Carolina and United States Constitutions		79	54.0
GOAL 7: Know the Structure and Functions of Local, State, and National Governments and Understand their Relationship		70	53.8
GOAL 8: Understand Why Laws are Needed and How they are Enacted, Implemented, and Enforced		77	54.0
GOAL 9: Understand How Political and Legal Systems Provide for Balancing Competing Interests and Resolving Conflicts		70	53.9
GOAL 10: Understand the Influence of Ethical and Moral Principles and Religious Beliefs on the Development of our Economic, Legal, and Political Systems		35	53.6
Economics		369	53.9
Law and Government		331	55.5

NUMBER OF STUDENTS TAKING FORM	A	B	D	E	F	G	H
	8,056	18,009	1	7,988	8,006	17,779	17,901

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*"Number of Observations" does not include students that were absent or exempted from testing or whose results were declared non-valid regardless of the number of responses. All other students were given scores, even if their tests were blank. Data received from LEAs after October 15, 1999 are not included in this table.

Table 24. 1998-99 End-of-Course Goal Summary Report
English I

	Number of Observations*	Number of Items /Area	Mean Scale Score
The 1995 state average of 53.1 is the point of comparison for English I scale scores.	89,679	72	54.5
GOAL 1: Use strategies and processes that enhance control of communication skills development		244	52.9
GOAL 2: Use language for the acquisition, interpretation, and application of information		230	54.9
OBJ 2.1: Identify, collect, or select information and ideas		37	52.6
OBJ 2.2: Analyze, synthesize, and organize information and discover related ideas, concepts, and generalizations		147	54.4
OBJ 2.3: Apply, extend, and expand on information and concepts		46	52.6
GOAL 3: Use language for critical analysis and evaluation		101	53.5
GOAL 4: Use language for aesthetic and personal response (not tested)			
Editing		240	52.8
Textual Analysis		335	54.9

NUMBER OF STUDENTS TAKING FORM	J	L	M	N	O	P	Q	R
	21,059	8,839	13	13	21,099	8,910	8,761	20,985

*"Number of Observations" does not include students that were absent or exempted from testing or whose results were declared non-valid regardless of the number of responses. All other students were given scores, even if their tests were blank. Data received from LEAs after October 15, 1999 are not included in this table.

Table 25. 1998-99 End-of-Course Goal Summary Report
Geometry

	Number of Observations*	Number of Items /Area	Mean Scale Score
The 1997 state average of 57.0 is the point of comparison for Geometry scale scores.	60,764	65	58.4
GOAL 1: Use Concepts of Points, Lines, and Planes in One, Two, and Three Dimensions		48	53.4
GOAL 2: Write a Valid Proof Using a Variety of Reasoning Strategies		23	52.1
GOAL 3: Use Properties of Angles, Lines, and Planes to Solve Problems and Write Proofs		42	53.5
GOAL 4: Use Properties of Polygons and Polyhedra to Solve Problems and Write Proofs		54	57.0
GOAL 5: Develop and Use Properties of Quadrilaterals to Solve Problems and Write Proofs		24	51.9
GOAL 6: Develop and Use Properties of Triangles to Solve Problems and Write Proofs		60	54.2
GOAL 7: Develop and Use Properties of Right Triangles to Solve Problems		36	53.6
GOAL 8: Develop and Use Properties of Circles and Spheres to Solve Problems and Write Proofs		54	55.7
GOAL 9: Understand and Use Perimeter, Area, and Volume Formulas to Solve Problems		54	55.3

NUMBER OF STUDENTS TAKING FORM	D	E	F	G	H	I
	6,393	6,340	6,328	13,957	13,874	13,872

*"Number of Observations" does not include students that were absent or exempted from testing or whose results were declared non-valid regardless of the number of responses. All other students were given scores, even if their tests were blank. Data received from LEAs after October 15, 1999 are not included in this table.

Table 26. 1998-99 End-of-Course Goal Summary Report
Physical Science

	Number of Observations*	Number of Items /Area	Mean Scale Score
The 1997 state average of 53.7 is the point of comparison for Physical Science scale scores.	67,397	80	54.5
SKILL GOALS			
GOAL 2: Develop the Ability to Use Science Process Skills		239	54.1
GOAL 3: Develop the Ability to Use Science Manipulative Skills		30	51.9
GOAL 5: Understand the Relevance of Current Topics in Physical Science		23	51.3
CONCEPTUAL KNOWLEDGE: Understand the Fundamental Concepts, Principles, and Facts of Science		185	53.9
CONTENT GOALS/OBJECTIVES			
GOAL 6: Understand Sound, Light, and Heat		75	52.1
GOAL 7: Understand the Basic Principles of Chemistry		108	52.5
GOAL 8: Understand Mechanics		108	53.5
GOAL 9: Understand Electricity and Magnetism		132	54.4
GOAL 10: Understand Energy		57	53.3

NUMBER OF STUDENTS TAKING FORM	A	B	C	D	E	F
	7,225	7,132	7,173	15,281	15,236	15,350

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*"Number of Observations" does not include students that were absent or exempted from testing or whose results were declared non-valid regardless of the number of responses. All other students were given scores, even if their tests were blank. Data received from LEAs after October 15, 1999 are not included in this table.

Table 27. 1998-99 End-of-Course Goal Summary Report
Physics

	Number of Observations*	Number of Items /Area	Mean Scale Score
The 1997 state average of 55.9 is the point of comparison for Physics scale scores.	11,221	70	56.8
SKILL GOALS:			
GOAL 1: Develop an understanding of the nature of science		0	
GOAL 2: Develop the ability to use science process skills		141	56.8
GOAL 3: Develop ability to use science manipulative skills		3	51.4
Conceptual Knowledge: Understand the fundamental concepts, principles, and facts of science		58	54.6
GOAL 5: Understand relevance of current topics in physics		8	52.1
CONTENT GOALS OBJECTIVES			
GOAL 6: Understand basic mechanics		84	54.7
GOAL 7: Understand Elementary Principles of Thermodynamics		33	54.4
GOAL 8: Understand Wave Motion		48	55.1
GOAL 9: Understand Electricity and Magnetism		45	57.1

	A	B	C
NUMBER OF STUDENTS TAKING FORM	3,750	3,756	3,715

*"Number of Observations" does not include students that were absent or exempted from testing or whose results were declared non-valid regardless of the number of responses. All other students were given scores, even if their tests were blank. Data received from LEAs after October 15, 1999 are not included in this table.

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Table 28. 1998-99 End-of-Course Goal Summary Report
U.S. History

	Number of Observations*	Number of Items /Area	Mean Scale Score
The 1995 state average of 56.2 is the point of comparison for U.S. History scale scores.	70,187	99	56.6
GOAL 1: Analyze elements in the American Colonial experience that led to separation from England		64	52.7
GOAL 2: Apply ideas of self government as expressed in America's founding documents		74	53.0
GOAL 3: Judge effectiveness of the institutions of the new nation in completing its independence (1781-1815)		53	52.3
GOAL 4: Assess the contending goals of nationalism and sectionalism in the period 1815-1850		85	52.8
GOAL 5: Evaluate the Civil War and Reconstruction as an affirmation of the power of the national government		63	53.7
GOAL 6: Interpret economic, social, and political trends of the late 19th and early 20th centuries		54	52.1
GOAL 7: Analyze the causes and effects of the United States involvement in international affairs		90	53.1
GOAL 8: Appraise the economic, social, and political changes of the decades of the 1920s and 1930s		72	53.5
GOAL 9: Analyze and evaluate the significance of causes, events, and effects of the World War II era		89	54.2
GOAL 10: Trace economic and social developments and assess their significance for the lives of Americans in the last half-century		90	55.6
GOAL 11: Analyze changes in American political life in the last half-century		90	55.1
GOAL 12: Evaluate the conduct of United States foreign policy over the last half-century		71	54.7

NUMBER OF STUDENTS TAKING FORM	M	O	P	Q	T	U	V	W	X
	7,102	16,407	3	16,326	7,058	16,283	1	3	7,004

*"Number of Observations" does not include students that were absent or exempted from testing or whose results were declared non-valid regardless of the number of responses. All other students were given scores, even if their tests were blank. Data received from LEAs after October 15, 1999 are not included in this table.

Table 29. 1998-99 End-of-Grade Distribution of Scale Scores
Algebra I

NUMBER OF STUDENTS WITH VALID SCORES*	87,404	HIGH SCORE	87
		LOW SCORE	23
MEAN	58.0	ACHIEVEMENT LEVEL RANGES	
		LEVEL I	23-44
STANDARD DEVIATION	9.6	LEVEL II	45-54
		LEVEL III	55-65
		LEVEL IV	66-87

FREQUENCY DISTRIBUTION

SCALE SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT	CUMULATIVE PERCENT
87	16	87404	0.02	100.00
86	10	87388	0.01	99.98
85	54	87378	0.06	99.97
84	56	87324	0.06	99.91
83	101	87268	0.12	99.84
82	157	87167	0.18	99.73
81	133	87010	0.15	99.55
80	315	86877	0.36	99.40
79	167	86562	0.19	99.04
78	267	86395	0.31	98.85
77	503	86128	0.58	98.54
76	603	85625	0.69	97.96
75	701	85022	0.80	97.27
74	758	84321	0.87	96.47
73	1156	83563	1.32	95.61
72	1393	82407	1.59	94.28
71	1514	81014	1.73	92.69
70	1387	79500	1.59	90.96
69	2569	78113	2.94	89.37
68	1729	75544	1.98	86.43
67	3192	73815	3.65	84.45
66	2412	70623	2.76	80.80
65	3572	68211	4.09	78.04
64	2184	64639	2.50	73.95
63	3407	62455	3.90	71.46
62	4163	59048	4.76	67.56
61	4316	54885	4.94	62.79
60	2505	50569	2.87	57.86
59	4196	48064	4.80	54.99
58	3868	43868	4.43	50.19
57	3019	40000	3.45	45.76
56	3561	36981	4.07	42.31
55	3140	33420	3.59	38.24
54	3285	30280	3.76	34.64
53	2844	26995	3.25	30.89
52	2449	24151	2.80	27.63
51	3129	21702	3.58	24.83
50	1927	18573	2.20	21.25
49	2164	16646	2.48	19.04
48	2192	14482	2.51	16.57
47	1637	12290	1.87	14.06
46	1349	10653	1.54	12.19
45	1322	9304	1.51	10.64
44	1145	7982	1.31	9.13
43	1330	6837	1.52	7.82
42	943	5507	1.08	6.30
41	854	4564	0.98	5.22
40	730	3710	0.84	4.24
39	716	2980	0.82	3.41
38	539	2264	0.62	2.59
37	438	1725	0.50	1.97
36	412	1287	0.47	1.47
35	293	875	0.34	1.00
LESS THAN 35	582	582	0.67	0.67

*"Number of Students with Valid Scores" does not include students that were absent or exempt from testing or whose results were declared non-valid regardless of the number of responses. All other students were given scores, even if their tests were blank. Data received from LEAs after October 15, 1999 are not included in this table.

Table 30. 1998-99 End-of-Grade Distribution of Scale Scores
Algebra II

NUMBER OF STUDENTS WITH VALID SCORES*	48,956	HIGH SCORE	92
		LOW SCORE	30
MEAN	60.0	ACHIEVEMENT LEVEL RANGES	
		LEVEL I	23-45
STANDARD DEVIATION	10.9	LEVEL II	46-57
		LEVEL III	58-68
		LEVEL IV	69-92

FREQUENCY DISTRIBUTION

SCALE SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT	CUMULATIVE PERCENT
92	9	48956	0.02	100.00
91	17	48947	0.03	99.98
90	9	48930	0.02	99.95
89	57	48921	0.12	99.93
88	52	48864	0.11	99.81
87	89	48812	0.18	99.71
86	109	48723	0.22	99.52
85	114	48614	0.23	99.30
84	210	48500	0.43	99.07
83	112	48290	0.23	98.64
82	307	48178	0.63	98.41
81	349	47871	0.71	97.78
80	411	47522	0.84	97.07
79	473	47111	0.97	96.23
78	553	46638	1.13	95.27
77	603	46085	1.23	94.14
76	620	45482	1.27	92.90
75	701	44862	1.43	91.64
74	729	44161	1.49	90.21
73	834	43432	1.70	88.72
72	1057	42598	2.16	87.01
71	1352	41541	2.76	84.85
70	1321	40189	2.70	82.09
69	1175	38868	2.40	79.39
68	1269	37693	2.59	76.99
67	1268	36424	2.59	74.40
66	1489	35156	3.04	71.81
65	2258	33667	4.61	68.77
64	1482	31409	3.03	64.16
63	1517	29927	3.10	61.13
62	1571	28410	3.21	58.03
61	1678	26839	3.43	54.82
60	1645	25161	3.36	51.40
59	1676	23516	3.42	48.03
58	1765	21840	3.61	44.61
57	758	20075	1.55	41.01
56	1765	19317	3.61	39.46
55	1573	17552	3.21	35.85
54	1739	15979	3.55	32.64
53	1678	14240	3.43	29.09
52	360	12562	0.74	25.66
51	1283	12202	2.62	24.92
50	1664	10919	3.40	22.30
49	836	9255	1.71	18.90
48	1064	8419	2.17	17.20
47	1099	7355	2.24	15.02
46	1339	6256	2.74	12.78
45	914	4917	1.87	10.04
44	591	4003	1.21	8.18
43	763	3412	1.56	6.97
42	819	2649	1.67	5.41
41	615	1830	1.26	3.74
40	442	1215	0.90	2.48
39	433	773	0.88	1.58
38	185	340	0.38	0.69
LESS THAN 38	155	155	0.32	0.32

*"Number of Students with Valid Scores" does not include students that were absent or exempt from testing or whose results were declared non-valid regardless of the number of responses. All other students were given scores, even if their tests were blank.

Data received from LEAs after October 15, 1999 are not included in this table.

Table 31. 1998-99 End-of-Grade Distribution of Scale Scores
Biology

NUMBER OF STUDENTS WITH VALID SCORES*	76,872	HIGH SCORE	86
		LOW SCORE	25
MEAN	56.0	ACHIEVEMENT LEVEL RANGES	
		LEVEL I	23-46
STANDARD DEVIATION	8.5	LEVEL II	47-54
		LEVEL III	55-64
		LEVEL IV	65-89

FREQUENCY DISTRIBUTION

SCALE SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT	CUMULATIVE PERCENT
86	4	76872	0.01	100.00
85	3	76868	0.00	99.99
84	2	76865	0.00	99.99
83	16	76863	0.02	99.99
82	20	76847	0.03	99.97
81	8	76827	0.01	99.94
80	38	76819	0.05	99.93
79	70	76781	0.09	99.88
78	106	76711	0.14	99.79
77	120	76605	0.16	99.65
76	222	76485	0.29	99.50
75	295	76263	0.38	99.21
74	301	75968	0.39	98.82
73	457	75667	0.59	98.43
72	634	75210	0.82	97.84
71	815	74576	1.06	97.01
70	869	73761	1.13	95.95
69	1224	72892	1.59	94.82
68	1367	71668	1.78	93.23
67	1655	70301	2.15	91.45
66	1732	68646	2.25	89.30
65	2264	66914	2.95	87.05
64	2524	64650	3.28	84.10
63	2520	62126	3.28	80.82
62	2828	59606	3.68	77.54
61	3338	56778	4.34	73.86
60	3283	53440	4.27	69.52
59	3568	50157	4.64	65.25
58	3559	46589	4.63	60.61
57	3599	43030	4.68	55.98
56	3710	39431	4.83	51.29
55	3204	35721	4.17	46.47
54	3295	32517	4.29	42.30
53	3577	29222	4.65	38.01
52	3203	25645	4.17	33.36
51	2102	22442	2.73	29.19
50	3320	20340	4.32	26.46
49	1625	17020	2.11	22.14
48	3060	15395	3.98	20.03
47	1458	12335	1.90	16.05
46	1673	10877	2.18	14.15
45	1477	9204	1.92	11.97
44	1711	7727	2.23	10.05
43	1135	6016	1.48	7.83
42	899	4881	1.17	6.35
41	832	3982	1.08	5.18
40	732	3150	0.95	4.10
39	699	2418	0.91	3.15
38	510	1719	0.66	2.24
37	463	1209	0.60	1.57
36	229	746	0.30	0.97
LESS THAN 36	517	517	0.67	0.67

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Table 32. 1998-99 End-of-Grade Distribution of Scale Scores
Chemistry

NUMBER OF STUDENTS WITH VALID SCORES*	41,261	HIGH SCORE	87
		LOW SCORE	27
MEAN	57.8		
STANDARD DEVIATION	8.8		

ACHIEVEMENT LEVEL RANGES

LEVEL I	23-47
LEVEL II	48-55
LEVEL III	56-64
LEVEL IV	65-90

FREQUENCY DISTRIBUTION

SCALE SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT	CUMULATIVE PERCENT
87	14	41261	0.03	100.00
86	8	41247	0.02	99.97
85	15	41239	0.04	99.95
84	26	41224	0.06	99.91
83	28	41198	0.07	99.85
82	33	41170	0.08	99.78
81	69	41137	0.17	99.70
80	64	41068	0.16	99.53
79	72	41004	0.17	99.38
78	150	40932	0.36	99.20
77	168	40782	0.41	98.84
76	214	40614	0.52	98.43
75	230	40400	0.56	97.91
74	394	40170	0.95	97.36
73	338	39776	0.82	96.40
72	540	39438	1.31	95.58
71	742	38898	1.80	94.27
70	585	38156	1.42	92.47
69	963	37571	2.33	91.06
68	1090	36608	2.64	88.72
67	1277	35518	3.09	86.08
66	783	34241	1.90	82.99
65	1587	33458	3.85	81.09
64	1516	31871	3.67	77.24
63	1744	30355	4.23	73.57
62	1608	28611	3.90	69.34
61	1483	27003	3.59	65.44
60	2132	25520	5.17	61.85
59	1463	23388	3.55	56.68
58	1924	21925	4.66	53.14
57	2099	20001	5.09	48.47
56	1584	17902	3.84	43.39
55	1895	16318	4.59	39.55
54	1354	14423	3.28	34.96
53	1556	13069	3.77	31.67
52	1810	11513	4.39	27.90
51	1132	9703	2.74	23.52
50	1093	8571	2.65	20.77
49	1039	7478	2.52	18.12
48	1135	6439	2.75	15.61
47	1135	5304	2.75	12.85
46	771	4169	1.87	10.10
45	639	3398	1.55	8.24
44	433	2759	1.05	6.69
43	553	2326	1.34	5.64
42	437	1773	1.06	4.30
41	399	1336	0.97	3.24
40	288	937	0.70	2.27
39	282	649	0.68	1.57
38	133	367	0.32	0.89
37	95	234	0.23	0.57
36	77	139	0.19	0.34
LESS THAN 36	62	62	0.15	0.15

*"Number of Students with Valid Scores" does not include students that were absent or exempt from testing or whose results were declared non-valid regardless of the number of responses. All other students were given scores, even if their tests were blank. Data received from LEAs after October 15, 1999 are not included in this table.

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Table 33. 1998-99 End-of-Grade Distribution of Scale Scores
ELP

NUMBER OF STUDENTS WITH VALID SCORES*	77,740
MEAN	55.0
STANDARD DEVIATION	9.0

HIGH SCORE	84
LOW SCORE	21

ACHIEVEMENT LEVEL RANGES

LEVEL I	21-42
LEVEL II	43-51
LEVEL III	52-60
LEVEL IV	61-87

FREQUENCY DISTRIBUTION

SCALE SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT	CUMULATIVE PERCENT
84	1	77740	0.00	100.00
83	6	77739	0.01	100.00
82	8	77733	0.01	99.99
81	9	77725	0.01	99.98
80	13	77716	0.02	99.97
79	24	77703	0.03	99.95
78	37	77679	0.05	99.92
77	107	77642	0.14	99.87
76	77	77535	0.10	99.74
75	180	77458	0.23	99.64
74	231	77278	0.30	99.41
73	338	77047	0.43	99.11
72	619	76709	0.80	98.67
71	699	76090	0.90	97.88
70	847	75391	1.09	96.98
69	955	74544	1.23	95.89
68	1374	73589	1.77	94.66
67	1708	72215	2.20	92.89
66	1312	70507	1.69	90.70
65	2430	69195	3.13	89.01
64	2478	66765	3.19	85.88
63	2503	64287	3.22	82.69
62	3225	61784	4.15	79.48
61	2839	58559	3.65	75.33
60	2819	55720	3.63	71.67
59	3662	52901	4.71	68.05
58	3578	49239	4.60	63.34
57	3467	45661	4.46	58.74
56	3552	42194	4.57	54.28
55	3257	38642	4.19	49.71
54	3441	35385	4.43	45.52
53	3202	31944	4.12	41.09
52	3382	28742	4.35	36.97
51	2700	25360	3.47	32.62
50	2477	22660	3.19	29.15
49	2392	20183	3.08	25.96
48	2328	17791	2.99	22.89
47	1945	15463	2.50	19.89
46	1479	13518	1.90	17.39
45	1783	12039	2.29	15.49
44	1436	10256	1.85	13.19
43	953	8820	1.23	11.35
42	1426	7867	1.83	10.12
41	850	6441	1.09	8.29
40	790	5591	1.02	7.19
39	1229	4801	1.58	6.18
38	675	3572	0.87	4.59
37	530	2897	0.68	3.73
36	527	2367	0.68	3.04
35	668	1840	0.86	2.37
34	332	1172	0.43	1.51
33	366	840	0.47	1.08
LESS THAN 33	474	474	0.61	0.61

*"Number of Students with Valid Scores" does not include students that were absent or exempt from testing or whose results were declared non-valid regardless of the number of responses. All other students were given scores, even if their tests were blank. Data received from LEAs after October 15, 1999 are not included in this table.

Table 34. 1998-99 End-of-Grade Distribution of Scale Scores
English I

NUMBER OF STUDENTS WITH VALID SCORES*	89,679	HIGH SCORE	83
		LOW SCORE	22
MEAN	54.5	ACHIEVEMENT LEVEL RANGES	
		LEVEL I	22-42
STANDARD DEVIATION	8.7	LEVEL II	43-51
		LEVEL III	52-60
		LEVEL IV	61-86

FREQUENCY DISTRIBUTION

SCALE SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT	CUMULATIVE PERCENT
83	5	89679	0.01	100.00
82	3	89674	0.00	99.99
81	16	89671	0.02	99.99
80	23	89655	0.03	99.97
79	34	89632	0.04	99.95
78	84	89598	0.09	99.91
77	29	89514	0.03	99.82
76	167	89485	0.19	99.78
75	224	89318	0.25	99.60
74	153	89094	0.17	99.35
73	379	88941	0.42	99.18
72	543	88562	0.61	98.75
71	664	88019	0.74	98.15
70	845	87355	0.94	97.41
69	974	86510	1.09	96.47
68	1144	85536	1.28	95.38
67	1549	84392	1.73	94.10
66	2452	82843	2.73	92.38
65	1783	80391	1.99	89.64
64	2686	78608	3.00	87.65
63	2983	75922	3.33	84.66
62	2496	72939	2.78	81.33
61	3363	70143	3.75	78.55
60	3863	67080	4.31	74.80
59	4034	63217	4.50	70.49
58	3281	59183	3.66	65.99
57	4550	55902	5.07	62.34
56	3781	51352	4.22	57.26
55	3964	47571	4.42	53.05
54	4125	43607	4.60	48.63
53	3713	39482	4.14	44.03
52	3982	35769	4.44	39.89
51	2854	31787	3.18	35.45
50	4648	28933	5.18	32.26
49	2276	24285	2.54	27.08
48	2661	22009	2.97	24.54
47	2896	19348	3.23	21.57
46	2418	16452	2.70	18.35
45	2416	14034	2.69	15.65
44	1651	11618	1.84	12.96
43	1585	9967	1.77	11.11
42	1361	8382	1.52	9.35
41	1254	7021	1.40	7.83
40	1141	5767	1.27	6.43
39	961	4626	1.07	5.16
38	828	3665	0.92	4.09
37	729	2837	0.81	3.16
36	581	2108	0.65	2.35
35	466	1527	0.52	1.70
34	383	1061	0.43	1.18
33	230	678	0.26	0.76
LESS THAN 33	448	448	0.50	0.50

*"Number of Students with Valid Scores" does not include students that were absent or exempt from testing or whose results were declared non-valid regardless of the number of responses. All other students were given scores, even if their tests were blank. Data received from LEAs after October 15, 1999 are not included in this table.

Table 35. 1998-99 End-of-Grade Distribution of Scale Scores
Geometry

		HIGH SCORE	91
NUMBER OF STUDENTS WITH VALID SCORES*	60,764		
		LOW SCORE	25
MEAN	58.4	ACHIEVEMENT LEVEL RANGES	
		LEVEL I	23-45
STANDARD DEVIATION	9.9	LEVEL II	46-56
		LEVEL III	57-66
		LEVEL IV	67-91

FREQUENCY DISTRIBUTION

SCALE SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT	CUMULATIVE PERCENT
91	1	60764	0.00	100.00
89	6	60763	0.01	100.00
88	2	60757	0.00	99.99
87	20	60755	0.03	99.99
86	31	60735	0.05	99.95
85	53	60704	0.09	99.90
84	88	60651	0.14	99.81
83	108	60563	0.18	99.67
82	104	60455	0.17	99.49
81	239	60351	0.39	99.32
80	246	60112	0.40	98.93
79	319	59866	0.52	98.52
78	205	59547	0.34	98.00
77	441	59342	0.73	97.66
76	479	58901	0.79	96.93
75	740	58422	1.22	96.15
74	664	57682	1.09	94.93
73	1070	57018	1.76	93.84
72	866	55948	1.43	92.07
71	1252	55082	2.06	90.65
70	1248	53830	2.05	88.59
69	1798	52582	2.96	86.53
68	1300	50784	2.14	83.58
67	1433	49484	2.36	81.44
66	2393	48051	3.94	79.08
65	1986	45658	3.27	75.14
64	1713	43672	2.82	71.87
63	2799	41959	4.61	69.05
62	1944	39160	3.20	64.45
61	2246	37216	3.70	61.25
60	2905	34970	4.78	57.55
59	1896	32065	3.12	52.77
58	2625	30169	4.32	49.65
57	2288	27544	3.77	45.33
56	1916	25256	3.15	41.56
55	1871	23340	3.08	38.41
54	2139	21469	3.52	35.33
53	1712	19330	2.82	31.81
52	1925	17618	3.17	28.99
51	1531	15693	2.52	25.83
50	1791	14162	2.95	23.31
49	1771	12371	2.91	20.36
48	1658	10600	2.73	17.44
47	1422	8942	2.34	14.72
46	830	7520	1.37	12.38
45	1267	6690	2.09	11.01
44	977	5423	1.61	8.92
43	1021	4446	1.68	7.32
42	841	3425	1.38	5.64
41	451	2584	0.74	4.25
40	687	2133	1.13	3.51
39	487	1446	0.80	2.38
38	365	959	0.60	1.58
37	240	594	0.39	0.98
36	156	354	0.26	0.58
35	84	198	0.14	0.33
LESS THAN 35	114	114	0.19	0.19

*"Number of Students with Valid Scores" does not include students that were absent or exempt from testing or whose results were declared non-valid regardless of the number of responses. All other students were given scores, even if their tests were blank.

Data received from LEAs after October 15, 1999 are not included in this table.

Table 36. 1998-99 End-of-Grade Distribution of Scale Scores
Physical Science

NUMBER OF STUDENTS WITH VALID SCORES*	67,397	HIGH SCORE	85
		LOW SCORE	25
MEAN	54.5	ACHIEVEMENT LEVEL RANGES	
		LEVEL I	23-43
STANDARD DEVIATION	8.9	LEVEL II	44-53
		LEVEL III	54-63
		LEVEL IV	64-89

FREQUENCY DISTRIBUTION

SCALE SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT	CUMULATIVE PERCENT
85	5	67397	0.01	100.00
84	3	67392	0.00	99.99
83	10	67389	0.01	99.99
82	13	67379	0.02	99.97
81	4	67366	0.01	99.95
80	22	67362	0.03	99.95
79	41	67340	0.06	99.92
78	64	67299	0.09	99.85
77	118	67235	0.18	99.76
76	144	67117	0.21	99.58
75	163	66973	0.24	99.37
74	233	66810	0.35	99.13
73	255	66577	0.38	98.78
72	443	66322	0.66	98.40
71	643	65879	0.95	97.75
70	719	65236	1.07	96.79
69	718	64517	1.07	95.73
68	1357	63799	2.01	94.66
67	773	62442	1.15	92.65
66	1806	61669	2.68	91.50
65	1433	59863	2.13	88.82
64	1917	58430	2.84	86.70
63	2319	56513	3.44	83.85
62	2096	54194	3.11	80.41
61	2607	52098	3.87	77.30
60	2575	49491	3.82	73.43
59	2681	46916	3.98	69.61
58	2840	44235	4.21	65.63
57	2650	41395	3.93	61.42
56	3162	38745	4.69	57.49
55	3087	35583	4.58	52.80
54	2621	32496	3.89	48.22
53	3009	29875	4.46	44.33
52	2191	26866	3.25	39.86
51	3377	24675	5.01	36.61
50	1789	21298	2.65	31.60
49	2104	19509	3.12	28.95
48	2263	17405	3.36	25.82
47	1982	15142	2.94	22.47
46	1658	13160	2.46	19.53
45	1504	11502	2.23	17.07
44	1467	9998	2.18	14.83
43	1344	8531	1.99	12.66
42	1255	7187	1.86	10.66
41	1130	5932	1.68	8.80
40	1338	4802	1.99	7.12
39	832	3464	1.23	5.14
38	736	2632	1.09	3.91
37	576	1896	0.85	2.81
36	558	1320	0.83	1.96
35	307	762	0.46	1.13
34	199	455	0.30	0.68
33	127	256	0.19	0.38
LESS THAN 33	129	129	0.19	0.19

*"Number of Students with Valid Scores" does not include students that were absent or exempt from testing or whose results were declared non-valid regardless of the number of responses. All other students were given scores, even if their tests were blank. Data received from LEAs after October 15, 1999 are not included in this table.

Table 37. 1998-99 End-of-Grade Distribution of Scale Scores
Physics

NUMBER OF STUDENTS WITH VALID SCORES*	11,221	HIGH SCORE	85
		LOW SCORE	24
MEAN	56.8	ACHIEVEMENT LEVEL RANGES	
		LEVEL I	23-42
STANDARD DEVIATION	9.2	LEVEL II	43-51
		LEVEL III	52-62
		LEVEL IV	63-87

FREQUENCY DISTRIBUTION

SCALE SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT	CUMULATIVE PERCENT
85	1	11221	0.01	100.00
84	2	11220	0.02	99.99
83	6	11218	0.05	99.97
82	11	11212	0.10	99.92
81	9	11201	0.08	99.82
80	16	11192	0.14	99.[illegible]
79	30	11176	0.27	99.60
78	41	11146	0.37	99.33
77	55	11105	0.49	98.97
76	52	11050	0.46	98.48
75	62	10998	0.55	98.01
74	66	10936	0.59	97.46
73	112	10870	1.00	96.87
72	123	10758	1.10	95.87
71	133	10635	1.19	94.78
70	189	10502	1.68	93.59
69	221	10313	1.97	91.91
68	284	10092	2.53	89.94
67	283	9808	2.52	87.41
66	311	9525	2.77	84.89
65	324	9214	2.89	82.11
64	361	8890	3.22	79.23
63	473	8529	4.22	76.01
62	364	8056	3.24	71.79
61	447	7692	3.98	68.55
60	458	7245	4.08	64.57
59	488	6787	4.35	60.48
58	349	6299	3.11	56.14
57	674	5950	6.01	53.03
56	358	5276	3.19	47.02
55	375	4918	3.34	43.83
54	572	4543	5.10	40.49
53	470	3971	4.19	35.39
52	359	3501	3.20	31.20
51	302	3142	2.69	28.00
50	445	2840	3.97	25.31
49	304	2395	2.71	21.34
48	284	2091	2.53	18.63
47	313	1807	2.79	16.10
46	237	1494	2.11	13.31
45	232	1257	2.07	11.20
44	118	1025	1.05	9.13
43	168	907	1.50	8.08
42	130	739	1.16	6.59
41	71	609	0.63	5.43
40	135	538	1.20	4.79
39	101	403	0.90	3.59
38	87	302	0.78	2.69
37	59	215	0.53	1.92
36	42	156	0.37	1.39
35	38	114	0.34	1.02
LESS THAN 35	76	76	0.68	0.68

*"Number of Students with Valid Scores" does not include students that were absent or exempt from testing or whose results were declared non-valid regardless of the number of responses. All other students were given scores, even if their tests were blank.
Data received from LEAs after October 15, 1999 are not included in this table.

Table 38. 1998-99 End-of-Grade Distribution of Scale Scores U.S. History

		HIGH SCORE	86
NUMBER OF STUDENTS WITH VALID SCORES*	70,187	LOW SCORE	25
MEAN	56.6	ACHIEVEMENT LEVEL RANGES	
		LEVEL I	23-47
STANDARD DEVIATION	8.3	LEVEL II	48-56
		LEVEL III	57-64
		LEVEL IV	65-90

FREQUENCY DISTRIBUTION

SCALE SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT	CUMULATIVE PERCENT
86	2	70187	0.00	100.00
84	4	70185	0.01	100.00
83	5	70181	0.01	99.99
82	11	70176	0.02	99.98
81	20	70165	0.03	99.97
80	27	70145	0.04	99.94
79	38	70118	0.05	99.90
78	65	70080	0.09	99.85
77	169	70015	0.24	99.75
76	164	69846	0.23	99.51
75	239	69682	0.34	99.28
74	357	69443	0.51	98.94
73	513	69086	0.73	98.43
72	631	68573	0.90	97.70
71	634	67942	0.90	96.80
70	1071	67308	1.53	95.90
69	1162	66237	1.66	94.37
68	1386	65075	1.97	92.72
67	1577	63689	2.25	90.74
66	1639	62112	2.34	88.50
65	2434	60473	3.47	86.16
64	2279	58039	3.25	82.69
63	2617	55760	3.73	79.44
62	2862	53143	4.08	75.72
61	3388	50281	4.83	71.64
60	2820	46893	4.02	66.81
59	2903	44073	4.14	62.79
58	3320	41170	4.73	58.66
57	3462	37850	4.93	53.93
56	3461	34388	4.93	48.99
55	3217	30927	4.58	44.06
54	3083	27710	4.39	39.48
53	3143	24627	4.48	35.09
52	2496	21484	3.56	30.61
51	2234	18988	3.18	27.05
50	2442	16754	3.48	23.87
49	2564	14312	3.65	20.39
48	1645	11748	2.34	16.74
47	1753	10103	2.50	14.39
46	1637	8350	2.33	11.90
45	1054	6713	1.50	9.56
44	1343	5659	1.91	8.06
43	884	4316	1.26	6.15
42	687	3432	0.98	4.89
41	623	2745	0.89	3.91
40	523	2122	0.75	3.02
39	544	1599	0.78	2.28
38	402	1055	0.57	1.50
37	229	653	0.33	0.93
36	133	424	0.19	0.60
35	146	291	0.21	0.41
LESS THAN 35	145	145	0.21	0.21

*"Number of Students with Valid Scores" does not include students that were absent or exempt from testing or whose results were declared non-valid regardless of the number of responses. All other students were given scores, even if their tests were blank. Data received from LEAs after October 15, 1999 are not included in this table.

Table 39. 1998-99 End-of-Course Multiple-Choice Test Results
Algebra I – Mean Scale Score by LEA (Maximum Scale Score=87)

State Mean	Mean Score*	1999 LEA Performance
	76.0	Magellan**
	67.0	Exploris**
	66.5	Lake Norman**
	64.5	Chatham Charter**
	64.0	Arapahoe**
	63.5	Summit Charter**, Watauga
	63.0	Buncombe, Cabarrus, Chapel Hill-Carrboro City, Elkin City, MAST**, Transylvania
	62.5	Hickory City
	62.0	Carteret, Henderson, Perquimans
	61.5	Burke, Graham, Granville, Jackson, Newton Conover City, Polk, Wake
	61.0	Ashe, Cherokee, Clay, Dare, Edgecombe, Greene, Haywood, Johnston, Pitt, Surry, Wilson
	60.5	Mount Airy City, Randolph, Winston-Salem/Forsyth
	60.0	Alexander, Catawba, Davidson, Davie, Gates, Iredell-Statesville, Lenoir, Union, Wilkes, Yancey
	59.5	Craven, Currituck, Madison, Mooresville City, Onslow, Pamlico, Rowan-Salisbury
	59.0	Downtown Middle**, Lee, Macon, NC School of Maritime Studies**, Orange, Scotland, Stanly
	58.5	Alamance-Burlington, Asheboro City, Caldwell, Cleveland, McDowell, New Hanover
1999 State	58.0	Asheville City, Beaufort, Chatham, Clinton City, Edenton/Chowan, Gaston, Kings Mountain City, Moore, Nash-Rocky Mount, Rutherford, Stokes, Swain, Wayne
	57.5	Anson, Camden, Harnett, New Century School**, Roanoke Rapids City, Rockingham, Shelby City
1998 State	57.0	Brunswick, Kannapolis City, Lincoln, Pender, Thomasville City
	56.5	Duplin, Durham, Martin, Person, Sampson, Whiteville City
1997 State	56.0	Guilford, Lexington City
1994 State	55.5	Alleghany, Robeson
1995,1996 State	55.0	Columbus, Cumberland, Franklin, Richmond, Tyrrell, Vance, Yadkin
	54.5	Avery, Hyde, Northampton
	54.0	Bladen, Charlotte/Mecklenburg
	53.5	Hoke, Montgomery
	53.0	Halifax, Mitchell
	52.5	Caswell, Elizabeth City/Pasquotank, Warren
	52.0	Bertie, Grandfather Academy**
	50.5	Washington
	50.0	Jones, Weldon City, Woods Charter**
	48.5	Hertford
	45.5	Laurinburg**
	45.0	Kestrel Heights**
	43.0	C.G. Woodson**
	41.5	Right Step**
	41.0	River Mill Charter**
	39.5	Lift Academy**
	37.5	Lakeside School**
	†	J.H. Baker Jr High**, Kennedy Charter**, Orange Co. Charter**

Notes: *Scale scores from the region tables are rounded up to the nearest five-tenths of a point. †Data are not reported where number tested is fewer than five.

**Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the Appendix.

Data received from LEAs after October 15, 1999 are not included in this table.

Table 40. 1998-99 End-of-Course Multiple-Choice Test Results
Algebra II -- Mean Scale Score by LEA (Maximum Scale Score=92)

State Mean	Mean Score*	1999 LEA Performance
	69.7	Chapel Hill-Carrboro City
	66.9	Madison
	65.9	Orange
	65.7	Shelby City
	65.3	Wake
	64.7	Cherokee, Transylvania, Watauga
	64.5	Dare, Lenoir
	64.1	Haywood, Mount Airy City
	63.5	Buncombe, Camden, Henderson, McDowell
	63.1	New Hanover, Tyrrell, Wilkes
	62.9	Pitt
	62.7	Clay, Onslow
	62.5	Swain
	62.3	Currituck, Yancey
	62.1	Asheboro City, NC School of Maritime Studies**, Winston-Salem/Forsyth
	61.7	Chatham, Granville
	61.5	Alleghany, Burke, Elkin City, Iredell-Statesville, Moore, Surry
	61.3	Catawba, Davie, Pender
	61.1	Carteret, Craven, Union
	60.9	Guilford, Macon, Pamlico, Stanly
	60.7	Cabarrus, Harnett
	60.5	Anson, Rutherford, Wilson
	60.3	Hickory City, Martin
1999 State	60.1	Edgecombe, Johnston
	59.9	Davidson, Rockingham
	59.7	Asheville City
	59.5	Ashe, Durham, Jackson, Mooresville City, Newton Conover City
	59.3	Lincoln, Scotland
	59.1	Alexander, Beaufort, Greene, Lee
	58.9	Caldwell, Edenton/Chowan, Gaston, Rowan-Salisbury
	58.7	Avery
	58.3	Brunswick, Charlotte/Mecklenburg, Hyde, Randolph
	58.1	Alamance-Burlington, Franklin, Graham, Kings Mountain City, Nash-Rocky Mount
	57.9	Duplin
	57.7	Kannapolis City, Person
	57.5	Elizabeth City/Pasquotank, Perquimans, Wayne
	56.9	Roanoke Rapids City
	56.7	Sampson
	56.3	Columbus, Lexington City
	56.1	Gates, New Century School**, Thomasville City, Washington
	55.9	Bladen, Stokes, Yadkin
	55.5	Cleveland, Polk
	55.3	Mitchell
	55.1	Hoke, Whiteville City
	54.7	Cumberland, Weldon City
	54.1	Richmond
	53.7	Clinton City, Montgomery
	53.5	Vance
	53.3	Bertie
	52.7	Jones
	52.1	Warren
	51.7	River Mill Charter**
	51.5	Robeson
	50.5	Northampton
	49.5	Caswell
	47.3	Hertford
	46.9	Halifax, Right Step**
	†	Change For Youth**, J H Baker Jr High**, Kestrel Heights**, Laurinburg**, Lift Academy**

Notes: *Scale scores from the region tables are rounded up to the nearest two-tenths of a point. †Data are not reported where number tested is fewer than five.

**Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the Appendix.

Data received from LEAs after October 15, 1999 are not included in this table.

Table 41. 1998-99 End-of-Course Multiple-Choice Test Results
Biology – Mean Scale Score by LEA (Maximum Scale Score=89)

State Mean	Mean Score*	1999 LEA Performance
	69.3	New Century School**
	61.3	Chapel Hill-Carrboro City
	60.3	Cherokee
	60.1	New Hanover
	59.9	Transylvania
	59.5	Graham,Swain
	59.3	Burke, Elkin City
	58.7	Buncombe, Cabarrus, Polk, Whiteville City
	58.5	Dare, Henderson
	58.3	Wake, Yancey
	58.1	Hickory City, Macon, Onslow, River Mill Charter**, Watauga
	57.9	Davie
	57.7	Lexington City, Orange, Wilkes
	57.5	Alexander, Haywood, Stokes
	57.3	Clay, Gaston, Lee, Surry
	57.1	Martin, McDowell, Mooresville City
	56.9	Asheville City, Carteret, Cleveland, Jackson, Newton Conover City, Stanly
	56.7	Asheboro City, Avery, Madison
	56.5	Johnston, Mount Airy City, Perquimans, Person, Randolph
1998 State	56.3	Union
1999 State	56.1	Duplin, Guilford
1997 State	55.9	Granville, Kings Mountain City, NC School of Maritime Studies**, Rutherford, Scotland, Winston-Salem/Forsyth, Yadkin
	55.7	Clinton City, Harnett, Iredell-Statesville, Kannapolis City, Lincoln, Moore, Roanoke Rapids City, Woods Charter**
1995,1996 State	55.5	Alleghany, Ashe, Catawba, Charlotte/Mecklenburg, Chatham, Craven, Edgecombe
	55.3	Davidson, Northampton, Pender, Shelby City
	55.1	Durham, Nash-Rocky Mount, Pitt
	54.9	Brunswick, Rockingham, Rowan-Salisbury
	54.5	Alamance-Burlington, Camden, Currituck, Franklin, Wayne
	54.3	Caldwell, Vance, Wilson
	54.1	Caswell, Cumberland
	53.9	Columbus, Jones
	53.7	Bladen, Richmond, Sampson
	53.5	Beaufort, Robeson
	53.3	Edenton Chowan, Gates, Lenoir, Montgomery
	53.1	Pamlico
	52.9	Tyrrell
	52.7	Hyde
	52.3	Thomasville City
	51.9	Warren
	51.5	Grandfather Academy**, Hoke
	51.3	Elizabeth City Pasquotank
	51.1	Anson
	50.5	Halifax
	50.3	Bertie
	50.1	Greene, Weldon City
	49.9	Hertford
	49.7	Washington
	48.7	Kestrel Heights**
	48.3	J H Baker Jr High**
	46.7	Mitchell
	44.7	Right Step**
	42.5	C G Woodson**
	42.3	Lift Academy**
	42.1	Lakeside School**
	41.9	Laurinburg**
	†	Kennedy Charter**

Notes: *Scale scores from the region tables are rounded up to the nearest two-tenths of a point. †Data are not reported where number tested is fewer than five.
**Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the Appendix.
Data received from LEAs after October 15, 1999 are not included in this table.

Table 42. 1998-99 End-of-Course Multiple-Choice Test Results
Chemistry – Mean Scale Score by LEA (Maximum Scale Score=90)

State Mean	Mean Score*	1999 LEA Performance
	66.3	Chapel Hill-Carrboro City
	...	
	64.9	Transylvania
	...	
	63.9	Orange
	...	
	62.1	Cherokee, Mooresville City, Yancey
	61.9	Mitchell, Wake
	61.7	Watauga
	...	
	61.3	Cabarrus, Richmond
	61.1	Carteret
	60.9	Burke, Catawba, Mount Airy City, Roanoke Rapids City
	60.7	Whiteville City
	60.5	Jackson
	60.3	Asheboro City, Dare, Durham, McDowell
	60.1	Pender
	59.9	Henderson, Onslow, Union
	59.7	Buncombe, Hickory City, Lexington City
	59.5	Craven, Granville
	59.3	Macon, Martin, Stokes
	59.1	Currituck, Wilkes
	58.9	Asheville City, New Hanover, Shelby City
	58.7	Scotland
	58.5	Polk, Surry
	58.3	Davie, Lee, Person
	58.1	Brunswick, Guilford, Rowan-Salisbury
1999 State	57.9	Franklin, Lenoir, Nash-Rocky Mount, Winston-Salem/Forsyth
	57.7	Iredell-Statesville
	57.5	Avery, Gaston, Randolph
	57.3	Beaufort, Davidson
	57.1	Pamlico
	56.9	Chatham, Cleveland, Cumberland, Newton Conover City, Sampson
	56.7	Bladen, Johnston, Pitt, Rockingham, Rutherford, Stanly, Thomasville City
	56.5	Alamance-Burlington, Caldwell, Duplin, Elkin City, Kannapolis City
	56.3	Greene, Harnett, Haywood, Wilson
	56.1	Alleghany, Ashe, Charlotte/Mecklenburg, Edgecombe, Elizabeth City/Pasquotank, Madison, Warren
	55.9	Clinton City
	55.7	Perquimans
	...	
	55.3	Alexander
	55.1	Montgomery
	54.9	Camden, Moore
	54.7	Caswell, Edenton/Chowan, Hyde, Lincoln, Wayne
	...	
	54.3	Northampton, Washington
	54.1	Clay
	53.9	New Century School**
	53.7	Kings Mountain City, Tyrrell
	...	
	53.3	Anson, Columbus
	...	
	52.7	Weldon City, Yadkin
	52.5	Robeson
	...	
	52.1	Swain
	51.9	Bertie
	...	
	51.1	Gates, Hertford
	...	
	50.5	Vance
	50.3	Jones
	...	
	49.3	River Mill Charter**
	...	
	48.1	Graham, Hoke
	...	
	47.1	Halifax
	...	
	41.9	Laurinburg**
	...	
	40.1	Right Step**

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Notes: *Scale scores from the region tables are rounded up to the nearest two-tenths of a point. Data are not reported where number tested is fewer than five.

**Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the Appendix.

Data received from LEAs after October 15, 1999 are not included in this table

Table 43. 1998-99 End-of-Course Multiple-Choice Test Results
ELP – Mean Scale Score by LEA (Maximum Scale Score=87)

State Mean	Mean Score*	1999 LEA Performance
	61.3	Yancey
	61.1	Cherokee
	...	
	60.7	Chapel Hill-Carrboro City
	60.5	Currituck, Swain
	60.3	Madison
	...	
	59.7	Brunswick, Hyde, Polk
	59.5	Beaufort, Johnston
	59.3	Dare, Randolph
	...	
	58.7	Scotland
	...	
	58.3	New Century School**
	58.1	Rowan-Salisbury
	...	
	57.7	Edgecombe
	57.5	Graham, Mitchell, Transylvania
	57.3	Cabarrus
	57.1	Asheville City, Cleveland, Watauga
	56.9	Buncombe, Elkin City, Hickory City, Pitt
	56.7	Guilford, Kannapolis City, Northampton, Orange, Whiteville City
	56.5	Iredell-Statesville, Wake, Wilkes
	56.3	Avery, Wilson
	56.1	Granville, Harnett, Jones, Surry
	55.9	Davidson, Henderson
	55.7	Burke, McDowell, Newton Conover City
	55.5	Greene, Onslow, Wayne
	55.3	Ashe, Yadkin
1999 State	55.1	Carteret, Catawba, Lee, Lenoir, Macon, Mooresville City, New Hanover, Winston-Salem/Forsyth
1998 State	54.9	Craven, Davie, Gaston, Jackson, Martin, Pamlico
	54.7	Kings Mountain City, Person, Stokes
	54.5	Shelby City, Union
	54.3	Asheboro City, Cumberland, Haywood, Montgomery, Pender, Stanly
	54.1	Franklin, Lincoln, Moore, Mount Airy City, Sampson
1997 State	53.9	Bertie, Caswell, Rockingham
	53.7	Clay, Columbus, Roanoke Rapids City
	53.5	Alleghany, Charlotte/Mecklenburg, Durham, Nash-Rocky Mount, Perquimans
	53.3	Alamance-Burlington, Edenton/Chowan, Elizabeth City/Pasquotank, Hoke
	53.1	Clinton City, Duplin, Hertford
	52.9	Caldwell, Chatham
	52.7	Rutherford
	52.5	Alexander, Camden, Lexington City
	...	
	51.9	Bladen, NC School of Maritime Studies**, Vance
	...	
	51.5	Richmond, Tyrrell
	51.3	Thomasville City
	51.1	Anson
	50.9	Robeson
	50.7	Halifax
	...	
	50.3	Washington
	...	
	49.9	Woods Charter**
	...	
	48.9	Weldon City
	...	
	48.5	Gates, Warren
	...	
	45.5	River Mill Charter**
	...	
	42.9	Lakeside School**
	...	
	42.5	C.G. Woodson**
	...	
	42.1	Right Step**
	...	
	36.9	Kennedy Charter**
	†	Grandfather Academy**, J.H. Baker Jr High**

Notes: *Scale scores from the region tables are rounded up to the nearest two-tenths of a point. †Data are not reported where number tested is fewer than five.

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Data received from LEAs after October 15, 1999 are not included in this table.

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Table 44. 1998-99 End-of-Course Multiple-Choice Test Results
English I – Mean Scale Score by LEA (Maximum Scale Score=86)

State Mean	Mean Score*	1999 LEA Performance
	61.7	Chapel Hill-Carrboro City
	59.5	Clay, New Century School**
	58.5	Elkin City
	58.3	Yancey
	57.5	Mitchell, Watauga
	57.1	Cherokee
	56.9	Buncombe
	56.7	New Hanover, Transylvania, Wake
	56.5	Asheville City, Dare, Swain
	56.3	Cabarrus, Roanoke Rapids City
	56.1	Mooresville City, Union
	55.9	Burke, Graham, Johnston, Macon, McDowell, Newton Conover City, Pender, Whiteville City
	55.7	Henderson, Jackson, Orange, Person, Shelby City, Stanly, Winston-Salem/Forsyth
	55.5	Caswell, Haywood, Pitt
	55.3	Craven, Davie, Pamlico
	54.9	Alexander, Carteret, Guilford, Lee, Lincoln, Rockingham
	54.7	Asheboro City, Cleveland, Moore, Onslow, Polk, Rowan-Salisbury, Surry
1999 State	54.5	Durham, Harnett, Wilkes
	54.3	Ashe, Catawba, Chatham, Davidson, Randolph
	54.1	Alamance-Burlington, Avery, Iredell-Statesville, Lenoir, Mount Airy City, Perquimans, Wayne, Yadkin
	53.9	Caldwell, Charlotte/Mecklenburg, Cumberland, Currituck
1998 State	53.7	Duplin, Gates, Nash-Rocky Mount, Sampson, Wilson
	53.5	Clinton City, Edgecombe, Kannapolis City, Martin
1997 State	53.3	Gaston
1995,1996 State	53.1	Granville, Kings Mountain City, Richmond, Rutherford
	52.9	Alleghany, Camden, Hickory City, Lexington City
	52.7	Beaufort, Brunswick, Columbus, Stokes
	52.5	Franklin, Hoke, Madison, Northampton, Scotland, Vance
	52.3	Edenton/Chowan, Hyde
	52.1	Greene
	51.9	Bladen
	51.5	Elizabeth City/Pasquotank, Montgomery, Warren
	51.3	Woods Charter**
	51.1	Thomasville City, Tyrrell
	50.7	Anson
	50.5	Robeson
	50.3	Jones
	49.9	Washington
	49.7	Kestrel Heights**
	49.3	Hertford
	48.7	Bertie
	47.3	Halifax
	46.9	Weldon City
	46.7	NC School of Maritime Studies**
	45.7	River Mill Charter**
	45.3	C.G. Woodson**
	42.3	Lakeside School**
	41.9	Kennedy Charter**
	41.1	Lift Academy**, Right Step**
	†	Change For Youth**, Grandfather Academy**, J.H. Baker Jr High**

Notes *Scale scores from the region tables are rounded up to the nearest two-tenths of a point. †Data are not reported where number tested is fewer than five.

**Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the Appendix.

Data received from LEAs after October 15, 1999 are not included in this table.

Table 45. 1998-99 End-of-Course Multiple-Choice Test Results
Geometry – Mean Scale Score by LEA (Maximum Scale Score=91)

State Mean	Mean Score*	1999 LEA Performance
	83.0	Magellan**
	...	
	67.5	Chapel Hill-Carrboro City
	...	
	65.0	Newton Conover City
	...	
	64.0	Currituck, Watauga
	63.5	Mooresville City
	63.0	Dare, Haywood, Hickory City, New Century School**, Transylvania
	62.5	Mount Airy City, Orange, Pamlico, Wake, Yancey
	62.0	Catawba, Henderson, Tyrrell
	61.5	Asheboro City, Buncombe, Cabarrus, Edenton/Chowan, Surry
	61.0	Clay, Elkin City, NC School of Maritime Studies**, Roanoke Rapids City
	60.5	Cherokee, Iredell-Statesville, Lenoir, McDowell, New Hanover, Scotland
	60.0	Burke, Carteret, Graham, Mitchell, Pitt, Shelby City, Union, Wilkes, Winston-Salem/Forsyth
	59.5	Alexander, Asheville City, Davidson, Guilford, Madison, Onslow, Swain
	59.0	Ashe, Granville, Macon, Randolph, Rowan-Salisbury, Stanly
1999 State	58.5	Beaufort, Caldwell, Camden, Cleveland, Davie, Johnston, Lee, Moore, Pender, Polk, Rutherford, Stokes
	58.0	Alleghany, Avery, Chatham, Durham, Harnett, Jackson, Kannapolis City, Lincoln, Nash-Rocky Mount, Perquimans, Thomasville City
	57.5	Charlotte/Mecklenburg, Craven, Franklin, Person, Rockingham
	57.0	Alamance-Burlington, Gaston, Gates, Sampson, Wilson
	56.5	Brunswick, Clinton City, Warren, Yadkin
	56.0	Duplin, Greene, Wayne
	55.5	Caswell, Edgecombe, Kings Mountain City, Lexington City, Martin
	55.0	Cumberland
	54.5	Anson
	54.0	Elizabeth City/Pasquotank, Hyde, Whiteville City
	53.5	Montgomery, Richmond
	53.0	Bladen, Columbus
	52.5	Hoke, Northampton, Robeson
	...	
	51.5	Vance, Washington
	51.0	Jones
	...	
	50.0	Bertie
	...	
	48.0	Hertford
	...	
	47.0	River Mill Charter**
	...	
	45.5	Halifax, Weldon City
	...	
	41.5	Laurinburg**
	...	
	40.5	Lift Academy**
	†	Kestrel Heights**, Lake Norman**, Right Step**

Notes: *Scale scores from the region tables are rounded up to the nearest five-tenths of a point. †Data are not reported where number tested is fewer than five.

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Data received from LEAs after October 15, 1999 are not included in this table.

Table 46. 1998-99 End-of-Course Multiple-Choice Test Results
Physical Science – Mean Scale Score by LEA (Maximum Scale Score=89)

State Mean	Mean Score*	1999 LEA Performance
	61.9	Transylvania
	···	
	61.1	Cherokee, Elkin City
	···	
	60.7	Kannapolis City
	···	
	59.3	NC School of Maritime Studies**
	59.1	Carteret, Watauga
	58.9	Cabarrus, Newton Conover City, Stokes
	58.7	New Century School**
	58.5	Avery
	58.3	Chapel Hill-Carrboro City, Clay, Currituck, Dare, Yancey
	···	
	57.9	Johnston, Lee, Swain
	57.7	Burke
	57.5	Franklin, Macon
	57.3	Buncombe, McDowell
	57.1	Caldwell
	56.9	Brunswick, Catawba, Whiteville City
	56.7	Gaston, Haywood, Stanly
	56.5	Greene, Shelby City
	···	
	56.1	Davie, Gates, Jackson, Pamlico, Surry, Wilson
	55.9	Alexander, Henderson, Lenoir, Onslow, Pitt, Union
	55.7	Mount Airy City, Wilkes
	55.5	Craven, Hyde, Person
	55.3	New Hanover
	55.1	Clinton City, Mitchell
	54.9	Davidson, Guilford, Iredell-Statesville, Madison, Wake
	···	
1999 State	54.5	Edenton/Chowan, Lincoln, Yadkin
	54.3	Duplin, Lexington City, Orange, Polk, Rockingham, Scotland
	54.1	Chatham, Harnett, Rowan-Salisbury, Vance
	53.9	Ashe, Pender, Richmond, Wayne
	53.7	Graham, Martin, Perquimans, Roanoke Rapids City, Sampson, Winston-Salem/Forsyth
	53.5	Camden, Granville, Thomasville City
	53.3	Cleveland, Hickory City, Randolph, Rutherford
	53.1	Columbus, Nash-Rocky Mount
	···	
	52.7	Caswell, Cumberland, Durham
	52.5	Mooresville City
	52.3	Bladen
	···	
	51.9	Alamance-Burlington, Bertie
	51.7	Beaufort, Charlotte/Mecklenburg
	51.5	Jones, Moore
	···	
	51.1	Asheville City, Tyrrell
	···	
	50.5	Asheboro City
	50.3	Elizabeth City/Pasquotank, Robeson
	···	
	49.9	Montgomery
	···	
	49.5	Washington
	···	
	49.1	Anson, River Mill Charter**, Warren
	48.9	Alleghany, Hertford
	···	
	48.3	Hoke
	48.1	Northampton
	···	
	47.7	Kings Mountain City
	···	
	45.9	Halifax
	···	
	43.9	Right Step**
	···	
	42.1	Lakeside School**
	···	
	39.3	Kennedy Charter**
	···	
	37.3	Laurinburg**
	†	Grandfather Academy**, Lift Academy**

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Notes: *Scale scores from the region tables are rounded up to the nearest two-tenths of a point. †Data are not reported where number tested is fewer than five.

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Data received from LEAs after October 15, 1999 are not included in this table.

Table 47. 1998-99 End-of-Course Multiple-Choice Test Results
Physics – Mean Scale Score by LEA (Maximum Scale Score=87)

State Mean	Mean Score*	1999 LEA Performance
	66.0	Transylvania
	...	
	64.5	Davie
	...	
	63.5	Clay, Yancey
	63.0	Newton Conover City, Richmond
	62.5	Chapel Hill-Carrboro City, Lee, Union
	62.0	Wilkes
	61.5	Henderson
	61.0	Cherokee
	60.5	Asheville City, Burke, Currituck, Pitt
	60.0	Alleghany, Asheboro City, Cabarrus, Elkin City, Lincoln, Macon, Wake
	59.5	Elizabeth City/Pasquotank, Stokes
	59.0	Carteret, Catawba, Haywood, Onslow
	58.5	Chatham, Cleveland, Stanly
	58.0	Caldwell, Dare, Pamlico, Roanoke Rapids City
	57.5	Alexander, Mount Airy City, New Hanover
1999 State	57.0	Charlotte/Mecklenburg, Guilford, Harnett, Hickory City, Johnston, Swain, Winston-Salem/Forsyth
	56.5	Ashe, Buncombe, Camden, Durham, Edgecombe, Kannapolis City, Lenoir, Pender, Shelby City, Wayne, Wilson
	56.0	Alamance-Burlington, Avery, Brunswick, Columbus, Iredell-Statesville, Orange, Randolph, Rowan-Salisbury, Whiteville City
	55.5	Bladen, Craven, Mooresville City, Vance, Watauga
	55.0	Clinton City, Duplin, Franklin, Madison, Nash-Rocky Mount, Rockingham, Scotland, Thomasville City, Warren
	54.5	Granville, Jackson, Moore
	54.0	Cumberland
	53.5	Gaston, Rutherford
	53.0	Anson, Caswell, Davidson, Edenton/Chowan, Person
	52.5	Sampson, Yadkin
	52.0	McDowell, Washington
	51.5	Kings Mountain City
	51.0	Greene, Martin, Northampton, Weldon City
	50.5	Beaufort, Gates, Hoke
	50.0	Mitchell
	49.5	Perquimans
	49.0	Bertie
	...	
	48.0	Robeson, Surry
	47.5	Polk
	...	
	46.5	Hertford
	46.0	Montgomery, Tyrrell
	...	
	41.5	Halifax
	†	Graham, Hyde, J.H. Baker Jr High**, Jones, New Century School**

Notes: *Scale scores from the region tables are rounded up to the nearest five-tenths of a point. †Data are not reported where number tested is fewer than five.

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Data received from LEAs after October 15, 1999 are not included in this table.

Table 48. 1998-99 End-of-Course Multiple-Choice Test Results
U.S. History – Mean Scale Score by LEA (Maximum Scale Score=90)

State Mean	Mean Score*	1999 LEA Performance
	63.9	Madison
	61.7	Chapel Hill-Carrboro City
	59.7	Orange, Transylvania
	59.5	Avery, Cherokee, Wake
	58.9	Swain, Whiteville City
	58.7	Asheboro City, Buncombe, Cleveland, Mooresville City
	58.3	Asheville City, Graham, Mitchell
	58.1	Davie, Henderson, Shelby City, Watauga, Winston-Salem/Forsyth
	57.9	Burke, Carteret, Macon, Moore, Pender
	57.7	Alleghany, Dare, Elkin City, Guilford, Union, Wilson
	57.3	Clinton City, Gates, Hyde, Mount Airy City, New Hanover, Newton Conover City
	57.1	Haywood, Stanly, Wilkes
	56.9	Charlotte/Mecklenburg, Hickory City, Pamlico
1999 State	56.7	Clay, Gaston, Lincoln, Onslow, Pitt, Randolph, Sampson, Surry, Yadkin
	56.5	Ashe, Cabarrus, McDowell, Roanoke Rapids City, Rowan-Salisbury
1995-1998 State	56.3	Catawba, Cumberland, Davidson, Durham, Harnett, Jackson, Johnston
	56.1	Chatham, Yancey
	55.9	Camden, Iredell-Statesville, Lee, Perquimans
	55.7	Vance
	55.5	Lenoir, Woods Charter**
	55.3	Alamance-Burlington, Brunswick, Duplin, Granville, Kannapolis City
	55.1	Alexander, Caldwell, Craven, Currituck, Nash-Rocky Mount, Rockingham, Stokes, Wayne
	54.9	Beaufort, Edgecombe, Montgomery, Richmond, Rutherford
	54.7	Greene, Martin, Northampton, Polk, River Mill Charter**
	54.5	Lexington City, Person
	54.3	Edenton Chowan, Jones, NC School of Maritime Studies**, Scotland
	54.1	Bladen, Columbus, Thomasville City
	53.9	Tyrrell
	53.7	Kings Mountain City, Warren
	53.5	Elizabeth City/Pasquotank
	53.3	Caswell, Franklin
	52.9	Hoke
	52.5	Anson, Washington
	51.9	Robeson
	51.7	New Century School**
	51.3	Weldon City
	50.5	Hertford
	49.7	Bertie
	49.3	Halifax
	48.9	J.H. Baker Jr High**
	44.3	Lift Academy**
	43.9	Right Step**

Notes: *Scale scores from the region tables are rounded up to the nearest two-tenths of a point. 'Data are not reported where number tested is fewer than five.

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Data received from LEAs after October 15, 1999 are not included in this table.

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Table 49a. 1998-99 End-of-Course Multiple-Choice Test Results for LEAs
Algebra I
Western Region

	Total			American Indian		Asian		Black		Hispanic		Multi-Racial		White	
	Number Tested	Mean Scale Score	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV
State	**87,404**	**58.0**	**65.4**	**1,076**	**54.4**	**1,783**	**78.9**	**24,598**	**45.4**	**1,713**	**63.2**	**530**	**67.5**	**57,601**	**73.7**
Western Region	**6,669**	**60.5**	**75.0**	**73**	**68.5**	**52**	**90.4**	**436**	**53.4**	**65**	**72.3**	**25**	**76.0**	**6,018**	**76.5**
Buncombe	1,789	62.9	82.6	6	66.7	22	95.5	96	64.6	14	92.9	10	80.0	1,641	83.5
Asheville City	301	57.9	62.1	0	*	2	*	101	33.7	6	66.7	3	*	189	76.2
Cherokee	281	60.8	77.6	5	80.0	0	*	5	60.0	2	*	2	*	267	77.5
Clay	118	60.6	80.5	1	*	0	*	0	*	0	*	0	*	117	80.3
Graham	82	61.1	85.4	10	80.0	0	*	0	*	0	*	0	*	72	86.1
Haywood	521	61.0	77.0	1	*	0	*	15	73.3	6	50.0	1	*	498	77.5
Henderson	775	61.6	79.5	1	*	9	77.8	40	62.5	16	68.8	2	*	707	80.9
Jackson	265	61.2	75.8	21	61.9	2	*	3	*	0	*	1	*	238	76.5
Summit**	9	63.4	100.0	0	*	0	*	0	*	0	*	0	*	9	100.0
Macon	323	58.9	73.1	0	*	4	*	9	66.7	4	*	0	*	306	72.9
Madison	141	59.5	69.5	0	*	0	*	0	*	0	*	0	*	141	69.5
McDowell	349	58.2	65.6	0	*	11	90.9	17	35.3	2	*	0	*	319	66.5
Mitchell	266	52.8	45.9	0	*	0	*	0	*	1	*	0	*	265	45.7
Polk	185	61.1	77.8	1	*	1	*	18	61.1	3	*	2	*	160	80.0
Rutherford	623	57.8	67.1	0	*	1	*	100	50.0	10	70.0	1	*	511	70.3
Swain	124	58.0	66.1	25	64.0	0	*	0	*	1	*	2	*	96	67.7
Transylvania	348	62.6	77.3	2	*	0	*	29	72.4	0	*	1	*	316	77.8
Yancey	169	59.6	74.6	0	*	0	*	3	*	0	*	0	*	166	75.3

Notes: *Data are not reported where number tested is fewer than five.
The ethnic categories may not sum to the "Total Number Tested" because students may not have indicated an ethnic category.
** Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the Appendix.
Data received from LEAs after October 15, 1999 are not included in this table.

Table 49b. 1998-99 End-of-Course Multiple-Choice Test Results for LEAs
Algebra I
Northwest Region

	Total			American Indian		Asian		Black		Hispanic		Multi-Racial		White	
	Number Tested	Mean Scale Score	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV
State	**87,404**	**58.0**	**65.4**	**1,076**	**54.4**	**1,783**	**78.9**	**24,598**	**45.4**	**1,713**	**63.2**	**530**	**67.5**	**57,601**	**73.7**
Northwest Region	**13,144**	**59.6**	**73.0**	**21**	**61.9**	**311**	**81.0**	**1,817**	**58.1**	**233**	**71.2**	**48**	**72.9**	**10,704**	**75.3**
Alexander	274	59.9	72.6	0	*	6	66.7	13	46.2	1	*	0	*	254	74.0
Alleghany	138	55.4	50.0	0	*	0	*	2	*	3	*	0	*	133	51.1
Ashe	236	60.7	75.4	0	*	0	*	1	*	1	*	0	*	234	76.1
Avery	192	54.4	46.9	0	*	0	*	1	*	1	*	0	*	190	47.4
Grandfather Academy**	5	52.0	40.0	0	*	0	*	1	*	0	*	0	*	4	*
Burke	861	61.4	83.5	1	*	88	84.1	59	57.6	12	58.3	5	60.0	696	86.4
Caldwell	832	58.1	67.2	1	*	6	83.3	48	41.7	9	55.6	2	*	766	68.8
Catawba	1,128	59.6	70.8	2	*	54	70.4	69	49.3	24	70.8	5	80.0	971	72.4
Hickory City	238	62.2	77.7	0	*	21	81.0	48	54.2	2	*	2	*	164	84.1
Newton Conover City	180	61.3	77.8	0	*	18	100.0	27	63.0	6	83.3	0	*	129	77.5
Davidson	1,071	59.8	72.1	4	*	8	75.0	24	58.3	10	50.0	3	*	1,022	72.7
Lexington City	188	55.7	55.3	1	*	16	68.8	83	38.6	8	50.0	2	*	78	70.5
Thomasville City	154	56.8	64.3	0	*	5	80.0	84	57.1	7	71.4	0	*	57	73.7
Davie	373	59.7	73.5	0	*	2	*	35	62.9	4	*	1	*	331	74.6
Winston-Salem/Forsyth	2,837	60.2	77.4	6	83.3	39	87.2	875	67.3	63	84.1	19	84.2	1,833	81.7
Lift**	34	39.4	2.9	0	*	1	*	31	3.2	0	*	0	*	1	*
Downtown Middle**	83	58.7	66.3	0	*	1	*	7	28.6	0	*	0	*	75	70.7
C.G. Woodson**	5	42.6	0.0	0	*	0	*	5	0.0	0	*	0	*	0	*
Iredell-Statesville	1,069	59.6	72.2	2	*	28	85.7	193	50.8	14	71.4	1	*	831	76.9
Mooresville City	330	59.1	69.7	0	*	7	85.7	43	37.2	4	*	0	*	275	74.9
Stokes	492	57.7	64.8	1	*	0	*	29	48.3	8	75.0	1	*	453	65.6
Surry	549	60.8	79.4	1	*	2	*	43	60.5	23	78.3	1	*	479	81.2
Elkin City	75	62.6	90.7	0	*	0	*	7	100.0	0	*	0	*	68	89.7
Mount Airy City	195	60.4	80.0	1	*	6	83.3	26	76.9	3	*	1	*	158	81.0
Watauga	514	63.4	85.6	0	*	1	*	4	*	2	*	1	*	505	85.7
Wilkes	708	60.0	75.4	0	*	2	*	38	57.9	10	80.0	2	*	656	76.2
Yadkin	383	54.7	50.4	1	*	0	*	21	23.8	18	44.4	2	*	341	52.2

Notes: *Data are not reported where number tested is fewer than five.
The ethnic categories may not sum to the "Total Number Tested" because students may not have indicated an ethnic category.
** Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the Appendix.

Table 49c. 1998-99 End-of-Course Multiple-Choice Test Results for LEAs
Algebra I
Southwest Region

	Total			American Indian		Asian		Black		Hispanic		Multi-Racial		White	
	Number Tested	Mean Scale Score	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV
State	**87,404**	**58.0**	**65.4**	**1,076**	**54.4**	**1,783**	**78.9**	**24,598**	**45.4**	**1,713**	**63.2**	**530**	**67.5**	**57,601**	**73.7**
Southwest Region	**19,567**	**56.5**	**59.4**	**148**	**50.7**	**574**	**70.7**	**6,072**	**37.5**	**404**	**54.5**	**72**	**59.7**	**12,274**	**70.0**
Anson	277	57.3	64.3	0	*	1	*	156	61.5	2	*	0	*	118	67.8
Cabarrus	1,334	62.8	84.1	4	*	14	92.9	144	64.6	21	66.7	2	*	1,149	86.8
Kannapolis City	293	56.8	63.1	0	*	6	83.3	100	56.0	8	50.0	3	*	176	67.6
Cleveland	647	58.1	66.6	1	*	0	*	146	54.8	2	*	0	*	498	70.5
Kings Mountain City	299	57.9	63.5	1	*	9	88.9	74	41.9	1	*	2	*	212	69.8
Shelby City	256	57.1	64.1	0	*	2	*	112	49.1	0	*	3	*	139	76.3
Gaston	2,006	58.0	67.7	4	*	39	71.8	381	52.8	23	82.6	10	90.0	1,549	71.0
Hoke	498	53.2	45.8	49	36.7	9	33.3	283	38.5	12	58.3	6	66.7	139	62.6
Lincoln	667	57.0	64.3	1	*	5	80.0	72	61.1	26	61.5	3	*	560	64.6
Charlotte/Mecklenburg	8,136	53.9	47.8	32	46.9	401	70.1	3,364	27.3	226	46.9	28	50.0	4,067	62.7
Kennedy Charter**	4	*	*	0	*	0	*	2	*	0	*	0	*	2	*
Lake Norman**	14	66.5	100.0	0	*	0	*	0	*	0	*	0	*	14	100.0
Montgomery	345	53.3	44.3	3	*	23	65.2	80	18.8	20	50.0	1	*	220	51.4
Moore	711	57.7	66.1	5	60.0	4	*	166	48.8	11	54.5	3	*	519	71.5
MAST**	8	63.0	75.0	0	*	0	*	2	*	0	*	0	*	5	80.0
Richmond	523	54.9	52.0	7	14.3	6	50.0	228	36.4	7	42.9	1	*	274	66.4
Rowan-Salisbury	1,011	59.1	74.8	2	*	12	83.3	203	61.1	18	77.8	5	40.0	771	78.5
Scotland	468	58.7	72.6	30	80.0	5	100.0	211	67.3	4	*	0	*	218	76.6
Laurinburg**	15	45.1	13.3	0	*	0	*	14	14.3	0	*	0	*	1	*
Stanly	711	58.7	67.5	6	83.3	29	65.5	108	40.7	5	60.0	3	*	560	72.7
Union	1,344	59.6	70.8	5	20.0	9	66.7	226	46.9	18	77.8	2	*	1,083	76.0

Notes: *Data are not reported where number tested is fewer than five.
The ethnic categories may not sum to the "Total Number Tested" because students may not have indicated an ethnic category.
** Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the Appendix.
Data received from LEAs after October 15, 1999 are not included in this table.

Table 49d. 1998-99 End-of-Course Multiple-Choice Test Results for LEAs
Algebra I
Northeast Region

	Total			American Indian		Asian		Black		Hispanic		Multi-Racial		White	
	Number Tested	Mean Scale Score	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV
State	**87,404**	**58.0**	**65.4**	**1,076**	**54.4**	**1,783**	**78.9**	**24,598**	**45.4**	**1,713**	**63.2**	**530**	**67.5**	**57,601**	**73.7**
Northeast Region	**6,240**	**56.4**	**58.3**	**36**	**63.9**	**31**	**90.3**	**3,115**	**44.5**	**50**	**74.0**	**19**	**63.2**	**2,987**	**72.1**
Beaufort	539	57.7	62.3	0	*	2	*	218	46.8	8	62.5	1	*	310	72.9
Bertie	360	51.8	36.4	0	*	0	*	281	32.4	0	*	0	*	79	50.6
Camden	94	57.3	62.8	0	*	0	*	19	68.4	0	*	0	*	75	61.3
Edenton/Chowan	224	57.8	67.0	0	*	0	*	88	55.7	3	*	1	*	132	75.0
Currituck	269	59.2	73.2	2	*	1	*	29	55.2	1	*	1	*	235	75.3
Dare	369	60.8	76.2	1	*	1	*	14	78.6	5	100.0	1	*	346	75.4
Edgecombe	480	60.8	77.3	0	*	1	*	275	73.8	7	85.7	0	*	197	81.7
Gates	148	59.8	78.4	0	*	0	*	63	69.8	0	*	1	*	84	84.5
Halifax	484	52.8	43.4	29	58.6	0	*	432	42.8	0	*	3	*	20	35.0
Roanoke Rapids City	248	57.1	60.5	2	*	6	100.0	40	42.5	4	*	1	*	195	62.6
Weldon City	122	49.6	32.0	0	*	1	*	116	32.8	0	*	0	*	5	0.0
Hertford	321	48.4	22.1	1	*	0	*	249	14.1	0	*	4	*	67	46.3
Hyde	31	54.1	54.8	0	*	0	*	17	41.2	0	*	0	*	14	71.4
Martin	329	56.4	58.7	0	*	1	*	175	50.3	1	*	0	*	152	67.8
Northampton	224	54.1	46.9	0	*	0	*	183	41.5	0	*	0	*	41	70.7
Elizabeth City/Pasquotank	490	52.3	39.8	1	*	3	*	242	26.0	4	*	2	*	237	53.2
Perquimans	123	61.6	87.0	0	*	0	*	39	79.5	2	*	0	*	82	90.2
Pitt	1,048	60.7	76.7	0	*	12	100.0	411	64.5	13	69.2	4	*	608	84.9
Right Step**	33	41.3	0.0	0	*	0	*	33	0.0	0	*	0	*	0	*
Tyrrell	74	54.6	54.1	0	*	2	*	39	48.7	0	*	0	*	33	63.6
Washington	230	50.4	30.0	0	*	1	*	152	21.7	2	*	0	*	75	45.3

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Notes: *Data are not reported where number tested is fewer than five.
The ethnic categories may not sum to the "Total Number Tested" because students may not have indicated an ethnic category.
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Data received from LEAs after October 15, 1999 are not included in this table.

Table 49e. 1998-99 End-of-Course Multiple-Choice Test Results for LEAs
Algebra I
Southeast Region

	Total			American Indian		Asian		Black		Hispanic		Multi-Racial		White	
	Number Tested	Mean Scale Score	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV
State	**87,404**	**58.0**	**65.4**	**1,076**	**54.4**	**1,783**	**78.9**	**24,598**	**45.4**	**1,713**	**63.2**	**530**	**67.5**	**57,601**	**73.7**
Southeast Region	**16,134**	**57.1**	**62.3**	**706**	**52.0**	**206**	**77.2**	**5,743**	**48.4**	**439**	**63.8**	**140**	**71.4**	**8,888**	**71.5**
Bladen	386	53.6	46.1	0	•	0	•	198	35.4	2	•	2	•	184	57.6
Brunswick	698	56.6	57.4	3	•	0	•	167	40.1	9	77.8	2	•	516	62.8
Carteret	588	62.0	84.0	1	•	7	100.0	67	68.7	2	•	6	83.3	505	85.7
Maritime Studies**	17	59.0	82.4	0	•	0	•	2	•	0	•	0	•	15	86.7
Columbus	754	55.0	54.1	30	56.7	1	•	300	45.3	2	•	1	•	420	60.5
Whiteville City	179	56.4	55.3	2	•	0	•	65	41.5	0	•	0	•	112	62.5
Craven	1,037	59.3	71.4	2	•	11	90.9	339	54.6	19	84.2	4	•	662	79.2
Cumberland	3,437	55.0	52.9	63	44.4	102	69.6	1,528	39.5	189	54.5	41	61.0	1,510	65.2
Duplin	571	56.4	61.3	1	•	0	•	196	51.0	36	66.7	0	•	338	66.6
Greene	157	61.0	79.6	0	•	0	•	85	68.2	6	83.3	0	•	66	93.9
Jones	113	49.7	29.2	0	•	0	•	61	27.9	1	•	2	•	49	32.7
Lenoir	734	59.9	76.0	3	•	3	•	399	69.7	10	80.0	6	66.7	312	84.3
New Hanover	1,731	58.1	64.6	8	62.5	20	85.0	425	40.9	19	73.7	9	66.7	1,249	72.2
Onslow	1,705	59.2	73.2	20	75.0	35	91.4	412	62.1	58	72.4	42	83.3	1,135	76.2
Pamlico	147	59.5	74.1	2	•	0	•	56	58.9	1	•	0	•	88	83.0
Arapahoe**	8	63.6	100.0	0	•	0	•	2	•	0	•	0	•	6	100.0
Pender	458	56.7	60.0	0	•	2	•	169	41.4	9	55.6	1	•	277	72.2
Robeson	1,317	55.5	56.3	563	50.6	3	•	420	53.8	9	66.7	7	71.4	315	68.9
Sampson	480	56.4	59.4	2	•	0	•	194	46.4	27	63.0	2	•	255	69.0
Clinton City	198	58.0	59.1	5	40.0	3	•	89	42.7	7	71.4	2	•	90	75.6
Wayne	1,419	57.7	65.3	1	•	19	84.2	569	52.5	33	72.7	13	92.3	784	73.3

Notes: •Data are not reported where number tested is fewer than five.
The ethnic categories may not sum to the "Total Number Tested" because students may not have indicated an ethnic category.
•• Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the Appendix.
Data received from LEAs after October 15, 1999 are not included in this table.

Table 49f. 1998-99 End-of-Course Multiple-Choice Test Results for LEAs
Algebra I
Central Region

	Total			American Indian		Asian		Black		Hispanic		Multi-Racial		White	
	Number Tested	Mean Scale Score	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV
State	**87,404**	**58.0**	**65.4**	**1,076**	**54.4**	**1,783**	**78.9**	**24,598**	**45.4**	**1,713**	**63.2**	**530**	**67.5**	**57,601**	**73.7**
Central Region	**25,650**	**58.6**	**67.2**	**92**	**62.0**	**609**	**84.6**	**7,415**	**46.3**	**522**	**63.6**	**226**	**65.9**	**16,730**	**75.9**
Alamance-Burlington	1,318	58.4	67.3	4	*	14	71.4	270	57.8	26	61.5	14	85.7	990	69.7
Lakeside**	13	37.2	0.0	0	*	0	*	7	0.0	1	*	0	*	5	0.0
River Mill**	23	40.9	0.0	0	*	0	*	0	*	0	*	3	*	20	0.0
Caswell	216	52.2	40.3	0	*	0	*	92	37.0	1	*	0	*	123	42.3
Chatham	418	57.6	61.5	0	*	2	*	103	44.7	11	63.6	1	*	301	66.8
Chatham Charter**	5	64.4	100.0	0	*	0	*	0	*	0	*	0	*	5	100.0
Woods Charter**	13	49.6	23.1	0	*	0	*	0	*	2	*	2	*	9	11.1
Durham	1,734	56.4	57.1	7	71.4	42	69.0	803	41.7	28	35.7	37	75.7	811	71.4
Kestrel Heights**	39	44.7	12.8	0	*	0	*	20	0.0	2	*	1	*	15	26.7
Franklin	539	55.0	53.8	3	*	1	*	228	35.5	7	71.4	2	*	298	67.1
Granville	439	61.3	85.0	0	*	5	100.0	147	78.9	3	*	0	*	283	87.6
Guilford	4,573	56.0	56.5	19	42.1	169	73.4	1,624	33.4	59	61.0	44	52.3	2,656	69.7
Harnett	1,209	57.1	61.1	10	30.0	6	100.0	336	47.3	46	65.2	12	50.0	799	67.0
Johnston	1,293	60.7	74.8	2	*	7	71.4	223	55.6	48	66.7	8	62.5	1,005	79.5
Lee	605	58.7	69.8	1	*	6	83.3	147	57.1	30	63.3	4	*	417	74.6
Nash-Rocky Mount	1,205	57.6	61.6	8	62.5	6	83.3	563	47.6	19	68.4	3	*	605	74.2
Orange	376	58.7	69.7	1	*	3	*	92	55.4	6	33.3	3	*	270	76.3
Orange Co. Charter**	1	*	*	0	*	0	*	0	*	0	*	1	*	0	*
Chapel Hill-Carrboro City	716	62.8	82.8	1	*	53	98.1	75	45.3	15	46.7	5	80.0	567	87.3
New Century**	19	57.3	73.7	0	*	1	*	0	*	0	*	3	*	13	69.2
Person	501	56.4	59.7	3	*	1	*	170	43.5	6	33.3	1	*	320	68.1
Randolph	1,104	60.5	78.3	4	*	5	100.0	45	60.0	28	75.0	4	*	1,018	79.0
Asheboro City	233	58.1	68.2	0	*	6	83.3	28	50.0	11	63.6	2	*	186	71.0
Rockingham	1,034	57.4	63.2	3	*	5	100.0	235	50.2	11	54.5	7	85.7	773	66.6
Vance	444	54.6	50.9	1	*	3	*	257	36.6	5	100.0	4	*	174	69.5
Wake	6,567	61.4	78.3	13	69.2	263	91.6	1,435	56.3	149	69.8	63	68.3	4,602	84.9
Exploris**	9	66.6	100.0	0	*	0	*	0	*	0	*	0	*	9	100.0
J.H. Baker Jr. High**	4	*	*	0	*	0	*	2	*	0	*	1	*	1	*
Magellan**	35	75.9	100.0	0	*	2	*	0	*	0	*	1	*	32	100.0
Warren	240	52.3	38.8	11	45.5	0	*	174	34.5	0	*	0	*	55	50.9
Wilson	725	61.0	72.6	1	*	9	100.0	339	60.8	8	62.5	0	*	368	82.9

Notes: * Data are not reported where number tested is fewer than five.
The ethnic categories may not sum to the "Total Number Tested" because students may not have indicated an ethnic category.
** Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the Appendix.
Data received from LEAs after October 15, 1999 are not included in this table.

Table 50a. 1998-99 End-of-Course Multiple-Choice Test Results for LEAs
Algebra II
Western Region

	Total			American Indian		Asian		Black		Hispanic		Multi-Racial		White	
	Number Tested	Mean Scale Score	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV
State	**48,956**	**60.0**	**59.0**	**561**	**34.1**	**1,202**	**72.5**	**11,028**	**36.0**	**744**	**53.2**	**283**	**53.0**	**35,060**	**66.3**
Western Region	**3,872**	**62.5**	**68.5**	**38**	**57.9**	**33**	**78.8**	**188**	**33.5**	**41**	**70.7**	**12**	**50.0**	**3,560**	**70.4**
Buncombe	1,114	63.5	70.5	3	*	14	78.6	45	51.1	17	76.5	5	60.0	1,030	71.1
Asheville City	237	59.7	54.4	2	*	2	*	56	14.3	4	*	1	*	172	66.9
Cherokee	141	64.7	77.3	1	*	0	*	0	*	1	*	2	*	137	78.1
Clay	62	62.6	71.0	0	*	0	*	0	*	0	*	0	*	62	71.0
Graham	24	58.0	58.3	4	*	0	*	0	*	0	*	0	*	20	55.0
Haywood	307	64.0	76.5	1	*	1	*	5	60.0	1	*	0	*	299	76.6
Henderson	536	63.4	73.1	0	*	5	80.0	18	44.4	8	50.0	3	*	502	74.5
Jackson	185	59.4	58.9	9	22.2	2	*	2	*	0	*	1	*	171	61.4
Macon	170	60.8	65.9	0	*	4	*	1	*	0	*	0	*	165	66.1
Madison	96	66.8	77.1	0	*	0	*	0	*	0	*	0	*	96	77.1
McDowell	229	63.4	71.6	0	*	3	*	16	43.8	4	*	0	*	206	73.8
Mitchell	80	55.3	38.8	1	*	0	*	0	*	1	*	0	*	78	38.5
Polk	75	55.4	42.7	0	*	0	*	3	*	0	*	0	*	72	43.1
Rutherford	309	60.4	64.1	0	*	2	*	32	21.9	2	*	0	*	273	68.5
Swain	57	62.4	73.7	16	68.8	0	*	0	*	1	*	0	*	40	75.0
Transylvania	142	64.7	76.1	1	*	0	*	8	50.0	1	*	0	*	132	78.0
Yancey	108	62.2	69.4	0	*	0	*	2	*	1	*	0	*	105	70.5

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Notes: * Data are not reported where number tested is fewer than five.
The ethnic categories may not sum to the "Total Number Tested" because students may not have indicated an ethnic category.
** Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the Appendix.
Data received from LEAs after October 15, 1999 are not included in this table.

Table 50b. 1998-99 End-of-Course Multiple-Choice Test Results for LEAs
Algebra II
Northwest Region

	Total			American Indian		Asian		Black		Hispanic		Multi-Racial		White	
	Number Tested	Mean Scale Score	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV
State	**48,956**	**60.0**	**59.0**	**563**	**34.3**	**1,202**	**72.5**	**11,028**	**36.0**	**744**	**53.2**	**283**	**53.0**	**35,060**	**66.3**
Northwest Region	**6,986**	**60.7**	**62.9**	**4**	*	**163**	**57.7**	**893**	**42.3**	**83**	**44.6**	**31**	**58.1**	**5,810**	**66.6**
Alexander	176	59.0	56.3	0	*	5	80.0	9	11.1	1	*	0	*	161	58.4
Alleghany	65	61.4	73.8	0	*	1	*	1	*	1	*	0	*	62	72.6
Ashe	142	59.5	63.4	0	*	0	*	2	*	0	*	0	*	140	63.6
Avery	130	58.7	50.8	0	*	0	*	0	*	0	*	0	*	130	50.8
Burke	470	61.4	66.2	0	*	46	54.3	20	50.0	4	*	2	*	398	68.6
Caldwell	428	58.9	56.1	1	*	4	*	34	35.3	3	*	1	*	385	57.9
Catawba	516	61.2	68.6	1	*	23	60.9	36	58.3	5	60.0	1	*	450	69.8
Hickory City	107	60.2	58.9	0	*	7	42.9	21	9.5	1	*	0	*	78	74.4
Newton Conover City	152	59.5	60.5	0	*	17	52.9	25	44.0	3	*	0	*	107	64.5
Davidson	360	59.9	62.8	0	*	2	*	8	25.0	2	*	0	*	348	63.8
Lexington City	109	56.2	40.4	0	*	14	21.4	45	22.2	4	*	3	*	43	67.4
Thomasville City	69	56.1	47.8	0	*	0	*	38	34.2	0	*	1	*	29	69.0
Davie	224	61.2	66.1	0	*	4	*	17	52.9	2	*	0	*	201	67.2
Winston-Salem/Forsyth	1,810	62.0	64.9	2	*	20	80.0	493	43.0	27	51.9	11	72.7	1,256	73.6
Lift**	1	*	*	0	*	0	*	1	*	0	*	0	*	0	*
Iredell-Statesville	576	61.5	66.5	0	*	11	63.6	67	64.2	7	42.9	2	*	489	67.1
Mooresville City	127	59.5	64.6	0	*	3	*	9	22.2	0	*	1	*	114	67.5
Stokes	276	55.8	43.1	0	*	1	*	14	28.6	3	*	2	*	256	44.5
Surry	266	61.4	66.9	0	*	2	*	12	58.3	2	*	3	*	247	67.6
Elkin City	86	61.5	66.3	0	*	0	*	8	12.5	2	*	0	*	76	73.7
Mount Airy City	76	64.1	84.2	0	*	2	*	6	66.7	0	*	0	*	68	86.8
Watauga	202	64.6	77.7	0	*	0	*	3	*	1	*	0	*	198	77.3
Wilkes	342	63.0	74.3	0	*	0	*	16	43.8	6	50.0	3	*	317	76.0
Yadkin	276	55.9	41.3	0	*	1	*	8	25.0	9	0.0	1	*	257	43.6

Notes * Data are not reported where number tested is fewer than five.
The ethnic categories may not sum to the "Total Number Tested" because students may not have indicated an ethnic category.
** Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the Appendix.
Data received from LEAs after October 15, 1999 are not included in this table.

Table 50c. 1998-99 End-of-Course Multiple-Choice Test Results for LEAs
Algebra II
Southwest Region

	Total			American Indian		Asian		Black		Hispanic		Multi-Racial		White	
	Number Tested	Mean Scale Score	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV
State	48,956	60.0	59.0	563	34.3	1,202	72.5	11,028	36.0	744	53.2	283	53.0	35,060	66.3
Southwest Region	10,485	58.8	54.5	67	37.3	358	68.2	2,280	31.5	148	51.4	44	54.5	7,582	60.9
Anson	139	60.4	63.3	0	*	1	*	61	50.8	1	*	0	*	76	72.4
Cabarrus	753	60.6	62.2	0	*	9	44.4	66	42.4	14	71.4	3	*	661	64.3
Kannapolis City	151	57.6	52.3	0	*	4	*	34	38.2	4	*	0	*	109	57.8
Cleveland	302	55.4	41.7	0	*	2	*	53	9.4	2	*	0	*	245	48.2
Kings Mountain City	154	58.1	51.9	0	*	4	*	37	37.8	0	*	0	*	112	55.4
Shelby City	106	65.6	84.0	0	*	2	*	23	65.2	0	*	0	*	81	90.1
Gaston	1,195	58.9	54.6	1	*	29	79.3	168	32.7	10	80.0	5	80.0	982	57.2
Hoke	230	55.0	37.0	24	25.0	3	*	131	33.6	3	*	4	*	64	45.3
Lincoln	445	59.2	58.0	0	*	4	*	40	57.5	10	50.0	0	*	391	58.3
Charlotte/Mecklenburg	4,054	58.3	52.1	9	33.3	242	69.0	1,111	28.2	67	37.3	17	47.1	2,605	61.3
Montgomery	184	53.7	37.0	0	*	8	50.0	63	15.9	3	*	0	*	110	49.1
Moore	441	61.4	63.5	4	*	5	80.0	74	43.2	4	*	4	*	350	67.1
Richmond	269	54.1	33.5	5	40.0	5	80.0	90	14.4	3	*	1	*	164	42.1
Rowan-Salisbury	498	58.8	57.4	1	*	16	62.5	73	35.6	13	84.6	4	*	391	60.1
Scotland	273	59.2	53.5	19	31.6	4	*	100	39.0	0	*	0	*	150	65.3
Laurinburg**	4	*	*	0	*	0	*	4	*	0	*	0	*	0	*
Stanly	429	60.9	61.3	0	*	14	50.0	54	33.3	6	50.0	2	*	353	66.3
Union	858	61.0	62.7	4	*	6	83.3	98	40.8	8	87.5	4	*	738	65.3

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Notes * Data are not reported where number tested is fewer than five.
The ethnic categories may not sum to the "Total Number Tested" because students may not have indicated an ethnic category.
** Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the Appendix.
Data received from LEAs after October 15, 1999 are not included in this table.

Table 50d. 1998-99 End-of-Course Multiple-Choice Test Results for LEAs
Algebra II
Northeast Region

	Total			American Indian		Asian		Black		Hispanic		Multi-Racial		White	
	Number Tested	Mean Scale Score	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV
State	**48,956**	**60.0**	**59.0**	**563**	**34.3**	**1,202**	**72.5**	**11,028**	**36.0**	**744**	**53.2**	**283**	**53.0**	**35,060**	**66.3**
Northeast Region	**3,514**	**57.9**	**52.1**	**21**	**19.0**	**43**	**81.4**	**1,543**	**33.2**	**22**	**45.5**	**9**	**55.6**	**1,873**	**67.4**
Beaufort	253	59.1	57.3	0	*	1	*	79	41.8	2	*	0	*	171	64.9
Bertie	179	53.3	38.5	0	*	0	*	142	32.4	0	*	1	*	36	61.1
Camden	48	63.4	81.3	0	*	1	*	11	81.8	0	*	0	*	36	80.6
Edenton/Chowan	85	58.8	62.4	0	*	0	*	40	47.5	0	*	0	*	45	75.6
Currituck	105	62.2	69.5	1	*	0	*	8	75.0	1	*	0	*	95	69.5
Dare	195	64.5	82.6	0	*	2	*	8	87.5	3	*	0	*	182	82.4
Edgecombe	305	60.0	61.0	0	*	0	*	156	51.3	3	*	1	*	145	72.4
Gates	77	56.0	41.6	0	*	1	*	35	31.4	0	*	0	*	41	51.2
Halifax	231	46.8	8.2	13	15.4	0	*	210	7.1	1	*	1	*	6	33.3
Roanoke Rapids City	113	56.8	50.4	1	*	5	100.0	7	14.3	2	*	0	*	98	50.0
Weldon City	38	54.6	42.1	0	*	0	*	37	43.2	0	*	0	*	1	*
Hertford	226	47.2	8.4	4	*	1	*	172	6.4	0	*	1	*	48	14.6
Hyde	32	58.3	59.4	0	*	0	*	10	60.0	0	*	0	*	22	59.1
Martin	223	60.2	61.0	0	*	1	*	109	56.0	1	*	0	*	112	65.2
Northampton	132	50.4	22.7	0	*	0	*	101	14.9	0	*	0	*	31	48.4
Elizabeth City/Pasquotank	235	57.4	47.2	1	*	6	50.0	79	29.1	2	*	2	*	145	57.2
Perquimans	76	57.5	51.3	0	*	0	*	22	36.4	0	*	0	*	54	57.4
Pitt	783	62.9	69.0	1	*	23	87.0	217	51.2	6	66.7	2	*	532	75.4
Right Step**	8	46.8	0.0	0	*	0	*	7	0.0	0	*	0	*	0	*
Tyrrell	36	63.1	83.3	0	*	1	*	12	75.0	0	*	0	*	23	87.0
Washington	134	56.1	42.5	0	*	1	*	81	32.1	1	*	1	*	50	60.0

Notes: * Data are not reported where number tested is fewer than five.
The ethnic categories may not sum to the "Total Number Tested" because students may not have indicated an ethnic category.
** Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the Appendix.
Data received from LEAs after October 15, 1999 are not included in this table.

Table 50e. 1998-99 End-of-Course Multiple-Choice Test Results for LEAs
Algebra II
Southeast Region

	Total			American Indian		Asian		Black		Hispanic		Multi-Racial		White	
	Number Tested	Mean Scale Score	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV
State	**48,956**	**60.0**	**59.0**	**563**	**34.3**	**1,202**	**72.5**	**11,028**	**36.0**	**744**	**53.2**	**283**	**53.0**	**35,060**	**66.3**
Southeast Region	**9,268**	**58.1**	**52.3**	**387**	**29.7**	**143**	**68.5**	**2,862**	**34.1**	**250**	**47.6**	**84**	**46.4**	**5,537**	**63.1**
Bladen	185	55.9	44.3	1	*	2	*	77	27.3	1	*	1	*	103	57.3
Brunswick	358	58.2	52.5	4	*	2	*	91	29.7	1	*	1	*	259	60.6
Carteret	365	61.1	64.1	1	*	3	*	35	40.0	9	100.0	0	*	317	65.3
Maritime Studies**	9	62.1	77.8	0	*	1	*	0	*	0	*	1	*	7	85.7
Columbus	256	56.3	50.4	17	35.3	0	*	94	33.0	0	*	0	*	145	63.4
Whiteville City	109	55.0	39.4	0	*	1	*	36	27.8	0	*	0	*	72	45.8
Craven	587	61.0	63.2	0	*	6	83.3	152	44.7	9	77.8	2	*	418	69.1
Cumberland	2,220	54.7	38.0	24	66.7	60	55.0	964	23.9	139	36.0	30	23.3	1,001	50.5
Duplin	275	57.9	52.7	1	*	0	*	106	40.6	5	60.0	1	*	162	60.5
Greene	99	59.1	61.6	0	*	0	*	41	58.5	3	*	0	*	55	65.5
Jones	55	52.7	25.5	1	*	0	*	32	12.5	0	*	0	*	22	45.5
Lenoir	388	64.5	75.3	2	*	0	*	151	68.2	2	*	1	*	232	79.7
New Hanover	1,026	63.1	71.2	5	80.0	18	88.9	167	39.5	8	75.0	7	57.1	821	77.3
Onslow	999	62.7	71.6	0	*	23	91.3	186	63.4	45	71.1	21	85.7	723	72.8
Pamlico	70	60.8	70.0	0	*	0	*	22	54.5	1	*	0	*	47	76.6
Pender	242	61.3	68.2	1	*	0	*	60	60.0	1	*	0	*	180	71.7
Robeson	811	51.5	25.5	322	25.2	10	70.0	234	16.2	3	*	4	*	238	33.6
Sampson	319	56.7	46.7	2	*	1	*	94	35.1	9	22.2	4	*	209	52.2
Clinton City	142	53.6	35.2	5	20.0	0	*	64	15.6	0	*	5	0.0	66	56.1
Wayne	751	57.5	49.5	1	*	16	62.5	255	34.9	14	35.7	6	33.3	459	58.0
Change for Youth**	2	*	*	0	*	0	*	1	*	0	*	0	*	1	*

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Data received from LEAs after October 15, 1999 are not included in this table.

Table 50f. 1998-99 End-of-Course Multiple-Choice Test Results for LEAs
Algebra II
Central Region

	Total			American Indian		Asian		Black		Hispanic		Multi-Racial		White	
	Number Tested	Mean Scale Score	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV
State	**48,956**	**60.0**	**59.0**	**563**	**34.3**	**1,202**	**72.5**	**11,028**	**36.0**	**744**	**53.2**	**283**	**53.0**	**35,060**	**66.3**
Central Region	**14,831**	**61.5**	**63.7**	**46**	**54.3**	**462**	**81.2**	**3,262**	**40.5**	**200**	**62.5**	**103**	**56.3**	**10,698**	**70.1**
Alamance-Burlington	774	58.0	49.1	2	*	10	70.0	159	25.8	15	46.7	3	*	585	55.4
River Mill**	7	51.7	28.6	0	*	0	*	0	*	0	*	0	*	7	28.6
Caswell	137	49.4	16.8	0	*	0	*	60	15.0	0	*	0	*	77	18.2
Chatham	260	61.7	65.0	1	*	4	*	63	46.0	2	*	1	*	189	70.9
Durham	1,102	59.5	57.2	1	*	36	63.9	399	35.8	20	45.0	15	53.3	627	71.1
Kestrel Heights**	1	*	*	0	*	0	*	0	*	0	*	0	*	1	*
Franklin	263	58.1	54.0	1	*	0	*	98	39.8	3	*	2	*	159	62.3
Granville	210	61.7	70.5	0	*	0	*	57	66.7	1	*	0	*	152	71.7
Guilford	2,696	60.9	60.1	5	40.0	123	69.9	686	38.3	25	68.0	28	60.7	1,825	67.6
Harnett	450	60.7	61.3	3	*	5	80.0	90	45.6	8	50.0	8	50.0	335	65.7
Johnston	695	60.1	59.0	1	*	2	*	106	41.5	12	58.3	2	*	572	62.2
Lee	281	59.0	61.2	0	*	4	*	59	39.0	8	62.5	1	*	209	66.5
Nash-Rocky Mount	658	58.0	51.2	4	*	11	72.7	241	31.1	6	66.7	2	*	394	63.5
Orange	198	65.9	81.8	0	*	0	*	39	61.5	2	*	1	*	156	86.5
Chapel Hill-Carrboro City	504	69.7	89.9	2	*	37	94.6	38	60.5	5	80.0	5	80.0	417	92.3
New Century**	10	56.1	60.0	0	*	0	*	0	*	1	*	0	*	8	62.5
Person	200	57.7	54.5	1	*	1	*	56	30.4	3	*	2	*	137	65.0
Randolph	564	58.3	52.1	3	*	1	*	29	27.6	2	*	3	*	526	53.6
Asheboro City	163	62.1	58.9	2	*	3	*	15	33.3	8	50.0	1	*	134	62.7
Rockingham	619	59.8	57.4	2	*	9	66.7	130	41.5	6	66.7	4	*	468	61.8
Vance	243	53.4	30.0	1	*	2	*	127	23.6	2	*	1	*	110	36.4
Wake	4,205	65.3	77.3	13	46.2	205	90.7	592	56.3	62	75.8	23	69.6	3,260	80.7
J H Baker Jr High**	1	*	*	0	*	0	*	0	*	0	*	0	*	1	*
Warren	92	52.0	23.9	4	*	0	*	55	21.8	0	*	0	*	33	30.3
Wilson	498	60.4	62.2	0	*	9	77.8	163	43.6	9	77.8	1	*	316	70.9

Notes * Data are not reported where number tested is fewer than five.
The ethnic categories may not sum to the "Total Number Tested" because students may not have indicated an ethnic category.
** Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the Appendix.
Data received from LEAs after October 15, 1999 are not included in this table.

Table 51a. 1998-99 End-of-Course Multiple-Choice Test Results for LEAs
Biology
Western Region

	Total			American Indian		Asian		Black		Hispanic		Multi-Racial		White	
	Number Tested	Mean Scale Score	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV
State	**76,872**	**56.0**	**57.7**	**920**	**44.3**	**1,456**	**60.2**	**22,240**	**31.3**	**1,450**	**45.6**	**415**	**60.2**	**50,315**	**69.9**
Western Region	**6,085**	**58.0**	**68.1**	**76**	**59.2**	**45**	**77.8**	**420**	**35.7**	**64**	**54.7**	**25**	**64.0**	**5,453**	**70.8**
Buncombe	1,561	58.7	70.0	5	60.0	17	88.2	80	53.8	26	69.2	10	60.0	1,422	70.7
Asheville City	318	56.8	58.2	1	*	2	*	106	22.6	4	*	3	*	201	77.1
Cherokee	230	60.3	76.5	13	76.9	2	*	1	*	0	*	1	*	213	76.1
Clay	99	57.3	64.6	0	*	0	*	0	*	0	*	0	*	99	64.6
Graham	83	59.4	78.3	8	87.5	0	*	0	*	1	*	0	*	74	77.0
Haywood	475	57.4	69.5	1	*	1	*	10	40.0	4	*	0	*	459	70.4
Henderson	795	58.5	71.6	1	*	8	75.0	50	26.0	15	46.7	5	60.0	716	75.4
Jackson	209	56.8	66.0	12	50.0	1	*	2	*	2	*	0	*	192	66.7
Macon	283	58.1	70.0	1	*	2	*	5	20.0	2	*	0	*	273	71.1
Madison	155	56.6	60.0	0	*	0	*	0	*	0	*	0	*	155	60.0
McDowell	452	57.0	64.2	1	*	11	54.5	26	53.8	1	*	0	*	413	64.9
Mitchell	6	46.7	16.7	0	*	0	*	0	*	0	*	0	*	6	16.7
Polk	128	58.6	66.4	1	*	0	*	6	33.3	4	*	2	*	115	70.4
Rutherford	660	55.9	57.4	0	*	0	*	104	29.8	3	*	0	*	553	62.9
Swain	143	59.4	74.8	31	51.6	0	*	0	*	1	*	3	*	108	80.6
Transylvania	333	59.9	78.7	1	*	1	*	27	51.9	0	*	1	*	303	80.9
Yancey	155	58.3	71.0	0	*	0	*	3	*	1	*	0	*	151	72.2

Notes *Data are not reported where number tested is fewer than five.
The ethnic categories may not sum to the "Total Number Tested" because students may not have indicated an ethnic category.
** Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the Appendix.
Data received from LEAs after October 15, 1999 are not included in this table.

Table 51b. 1998-99 End-of-Course Multiple-Choice Test Results for LEAs
Biology
Northwest Region

	Total			American Indian		Asian		Black		Hispanic		Multi-Racial		White	
	Number Tested	Mean Scale Score	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV
State	**76,872**	**56.0**	**57.7**	**920**	**44.3**	**1,456**	**60.2**	**22,240**	**31.3**	**1,450**	**45.6**	**415**	**60.2**	**50,315**	**69.9**
Northwest Region	**11,021**	**56.3**	**60.4**	**17**	**52.9**	**201**	**50.2**	**1,696**	**30.8**	**213**	**44.1**	**38**	**50.0**	**8,849**	**66.8**
Alexander	305	57.5	67.5	0	*	7	42.9	20	30.0	3	*	0	*	275	71.3
Alleghany	113	55.4	52.2	0	*	0	*	0	*	2	*	0	*	111	52.3
Ashe	247	55.5	55.9	0	*	0	*	2	*	1	*	0	*	244	56.1
Avery	155	56.7	63.9	0	*	0	*	1	*	1	*	3	*	150	64.0
Grandfather Academy**	5	51.4	20.0	0	*	0	*	1	*	0	*	0	*	4	*
Burke	676	59.3	77.5	1	*	51	62.7	38	55.3	11	81.8	1	*	574	80.3
Caldwell	579	54.3	51.5	2	*	3	*	55	21.8	5	0.0	2	*	512	54.9
Catawba	985	55.5	55.5	1	*	47	31.9	68	27.9	18	38.9	4	*	845	59.5
Hickory City	133	58.1	63.2	0	*	10	40.0	32	28.1	5	60.0	1	*	85	80.0
Newton Conover City	162	56.8	58.0	0	*	10	20.0	32	28.1	2	*	0	*	118	69.5
Davidson	556	55.3	55.6	3	*	1	*	12	16.7	4	*	0	*	536	56.9
Lexington City	117	57.7	70.9	0	*	11	45.5	51	60.8	7	71.4	1	*	47	87.2
Thomasville City	122	52.2	36.9	0	*	0	*	55	20.0	10	20.0	1	*	56	57.1
Davie	348	57.9	66.1	0	*	2	*	36	44.4	1	*	0	*	309	68.3
Winston-Salem/Forsyth	2,693	55.9	57.6	5	60.0	26	65.4	863	30.8	69	52.2	16	50.0	1,713	71.2
Lift**	43	42.2	2.3	0	*	0	*	40	2.5	0	*	0	*	1	*
C.G. Woodson	5	42.4	0.0	0	*	0	*	5	0.0	0	*	0	*	0	*
Iredell-Statesville	1,025	55.6	56.8	3	*	21	57.1	206	27.7	14	21.4	2	*	779	65.3
Mooresville City	299	57.0	63.9	0	*	5	60.0	46	13.0	2	*	0	*	246	73.2
Stokes	430	57.4	66.3	1	*	2	*	21	52.4	4	*	2	*	400	67.8
Surry	510	57.3	67.8	0	*	0	*	29	34.5	20	40.0	1	*	460	71.3
Elkin City	85	59.3	75.3	0	*	0	*	6	50.0	1	*	0	*	78	78.2
Mount Airy City	119	56.5	61.2	0	*	5	20.0	22	27.3	3	*	0	*	89	73.0
Watauga	328	58.1	71.6	1	*	1	*	5	40.0	3	*	1	*	317	72.6
Wilkes	621	57.7	66.0	0	*	1	*	32	59.4	7	57.1	1	*	580	66.4
Yadkin	360	55.8	56.9	0	*	0	*	18	27.8	20	40.0	2	*	320	59.7

Notes: *Data are not reported where number tested is fewer than five.
The ethnic categories may not sum to the "Total Number Tested" because students may not have indicated an ethnic category.
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Data received from LEAs after October 15, 1999 are not included in this table.

Table 51c. 1998-99 End-of-Course Multiple-Choice Test Results for LEAs
Biology
Southwest Region

	Total			American Indian		Asian		Black		Hispanic		Multi-Racial		White	
	Number Tested	Mean Scale Score	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV
State	**76,872**	**56.0**	**57.7**	**920**	**44.3**	**1,456**	**60.2**	**22,240**	**31.3**	**1,450**	**45.6**	**415**	**60.2**	**50,315**	**69.9**
Southwest Region	**17,441**	**55.7**	**56.6**	**145**	**35.2**	**489**	**54.0**	**5,265**	**28.8**	**303**	**41.3**	**52**	**61.5**	**11,181**	**70.5**
Anson	293	51.1	32.4	0	*	1	*	202	18.8	0	*	0	*	90	62.2
Cabarrus	1,155	58.7	71.4	5	80.0	11	72.7	134	34.3	15	53.3	4	*	986	76.6
Kannapolis City	256	55.7	53.9	0	*	5	80.0	80	33.8	4	*	2	*	165	64.2
Cleveland	539	56.8	63.3	1	*	1	*	112	34.8	4	*	2	*	419	71.1
Kings Mountain City	284	55.9	57.7	0	*	9	88.9	81	28.4	1	*	2	*	191	68.6
Shelby City	200	55.3	54.0	0	*	4	*	94	31.9	0	*	2	*	100	73.0
Gaston	1,872	57.3	63.3	4	*	32	59.4	343	36.2	13	46.2	3	*	1,477	69.9
Hoke	476	51.5	37.4	53	22.6	3	*	262	24.4	5	60.0	5	80.0	148	63.5
Lincoln	650	55.6	56.5	2	*	4	*	61	24.6	22	27.3	2	*	559	61.2
Charlotte/Mecklenburg	6,783	55.4	54.7	19	42.1	340	49.4	2,633	28.0	162	43.8	18	61.1	3,605	75.2
Kennedy**	1	*	*	0	*	1	*	0	*	0	*	0	*	0	*
Montgomery	280	53.3	46.1	0	*	10	60.0	92	19.6	15	40.0	1	*	162	60.5
Moore	727	55.7	58.6	5	40.0	4	*	180	28.3	8	37.5	2	*	528	69.5
Richmond	582	53.7	44.2	7	28.6	9	88.9	271	28.0	4	*	0	*	291	58.4
Rowan-Salisbury	823	54.8	53.8	2	*	18	38.9	146	29.5	14	21.4	2	*	641	60.4
Scotland	492	55.9	54.7	38	44.7	5	100.0	220	36.8	2	*	0	*	227	72.7
Laurinburg**	11	41.9	0.0	0	*	0	*	11	0.0	0	*	0	*	0	*
Stanly	705	56.9	63.1	4	*	24	62.5	122	34.4	8	12.5	1	*	546	70.7
Union	1,312	56.3	60.4	5	20.0	8	62.5	221	27.6	26	50.0	6	50.0	1,046	67.9

Notes *Data are not reported where number tested is fewer than five
The ethnic categories may not sum to the "Total Number Tested" because students may not have indicated an ethnic category
** Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the Appendix
Data received from LEAs after October 15, 1999 are not included in this table

Table 51d. 1998-99 End-of-Course Multiple-Choice Test Results for LEAs
Biology
Northeast Region

	Total			American Indian		Asian		Black		Hispanic		Multi-Racial		White	
	Number Tested	Mean Scale Score	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV
State	76,872	56.0	57.7	920	44.3	1,456	60.2	22,240	31.3	1,450	45.6	415	60.2	50,315	69.9
Northeast Region	5,312	53.9	47.1	28	53.6	28	71.4	2,605	28.6	41	46.3	16	62.5	2,594	65.3
Beaufort	449	53.4	44.8	0	*	1	*	215	25.6	4	*	0	*	229	62.0
Bertie	132	50.3	26.5	0	*	0	*	120	20.8	0	*	1	*	11	81.8
Camden	92	54.4	48.9	0	*	1	*	20	30.0	0	*	0	*	71	54.9
Edenton/Chowan	169	53.2	46.7	0	*	0	*	88	26.1	2	*	0	*	79	70.9
Currituck	294	54.4	49.7	1	*	0	*	29	20.7	1	*	2	*	261	52.9
Dare	361	58.4	72.6	0	*	1	*	18	33.3	9	55.6	1	*	332	75.3
Edgecombe	416	55.4	53.1	0	*	0	*	235	42.6	4	*	1	*	176	67.6
Gates	149	53.3	40.9	0	*	0	*	74	28.4	0	*	0	*	75	53.3
Halifax	418	50.5	32.5	23	56.5	0	*	376	30.1	1	*	1	*	17	52.9
Roanoke Rapids City	201	55.7	58.7	2	*	4	*	34	47.1	1	*	0	*	160	61.3
Weldon City	89	50.1	28.1	0	*	0	*	86	25.6	0	*	0	*	3	*
Hertford	262	49.8	31.3	0	*	0	*	195	19.5	0	*	1	*	66	65.2
Hyde	52	52.6	46.2	0	*	0	*	23	21.7	0	*	0	*	29	65.5
Martin	155	57.1	58.1	0	*	2	*	60	41.7	1	*	0	*	92	68.5
Northampton	225	55.2	52.9	0	*	0	*	173	42.8	0	*	1	*	51	86.3
Elizabeth City/Pasquotank	289	51.3	30.4	0	*	2	*	164	17.7	2	*	0	*	121	47.1
Perquimans	132	56.5	64.4	0	*	0	*	38	39.5	2	*	2	*	90	74.4
Pitt	1,177	55.0	52.3	2	*	14	78.6	481	28.9	13	38.5	5	60.0	662	68.9
Right Step**	15	44.7	0.0	0	*	0	*	15	0.0	0	*	0	*	0	*
Tyrrell	56	52.8	41.1	0	*	2	*	32	21.9	0	*	0	*	22	68.2
Washington	179	49.6	27.4	0	*	1	*	129	15.5	1	*	1	*	47	59.6

Notes: *Data are not reported where number tested is fewer than five.
The ethnic categories may not sum to the "Total Number Tested" because students may not have indicated an ethnic category.
** Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the Appendix.
Data received from LEAs after October 15, 1999 are not included in this table.

Table 51e. 1998-99 End-of-Course Multiple-Choice Test Results for LEAs
Biology
Southeast Region

	Total			American Indian		Asian		Black		Hispanic		Multi-Racial		White	
	Number Tested	Mean Scale Score	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV
State	**76,872**	**56.0**	**57.7**	**920**	**44.3**	**1,456**	**60.2**	**22,240**	**31.3**	**1,450**	**45.6**	**415**	**60.2**	**50,315**	**69.9**
Southeast Region	**14,396**	**55.2**	**53.4**	**578**	**42.9**	**162**	**66.7**	**5,390**	**32.4**	**378**	**48.7**	**126**	**65.1**	**7,752**	**68.5**
Bladen	401	53.7	42.6	4	*	2	*	202	27.7	1	*	1	*	191	58.1
Brunswick	646	54.9	55.3	2	*	2	*	179	33.5	8	50.0	0	*	455	64.0
Carteret	768	56.8	60.8	3	*	6	16.7	88	35.2	7	100.0	3	*	661	64.3
Maritime Studies**	11	55.8	45.5	1	*	0	*	3	*	0	*	0	*	7	42.9
Columbus	401	53.8	46.1	11	36.4	1	*	168	28.0	0	*	0	*	221	60.2
Whiteville City	172	58.7	71.5	2	*	2	*	59	54.2	0	*	0	*	109	80.7
Craven	1,046	55.5	55.4	4	*	7	42.9	384	31.8	19	78.9	2	*	630	68.9
Cumberland	3,227	54.0	48.5	68	41.2	63	69.8	1,496	33.3	174	51.1	36	69.4	1,388	63.4
Duplin	501	56.0	59.7	0	*	0	*	183	41.0	27	33.3	1	*	290	73.8
Greene	183	50.1	25.1	0	*	0	*	100	19.0	5	40.0	0	*	78	32.1
Jones	102	53.9	46.1	0	*	0	*	57	33.3	0	*	0	*	45	62.2
Lenoir	941	53.3	42.5	1	*	4	*	536	27.6	13	15.4	4	*	381	64.6
New Hanover	1,008	60.0	73.5	7	57.1	9	77.8	231	32.9	8	50.0	4	*	749	86.4
Onslow	1,455	58.0	69.8	6	83.3	35	77.1	350	49.4	46	56.5	50	76.0	966	77.2
Pamlico	178	53.1	42.1	1	*	0	*	87	17.2	2	*	1	*	87	66.7
Pender	428	55.3	57.0	0	*	1	*	149	34.2	9	33.3	0	*	269	70.3
Robeson	1,101	53.5	44.0	459	42.0	11	72.7	323	28.5	9	33.3	5	20.0	292	64.0
Sampson	471	53.6	44.4	2	*	0	*	193	29.5	17	29.4	4	*	255	56.9
Clinton City	159	55.6	54.7	7	28.6	2	*	70	35.7	6	50.0	2	*	70	77.1
Wayne	1,197	54.5	48.8	0	*	17	64.7	532	28.2	27	44.4	13	38.5	608	66.8

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Table 51f. 1998-99 End-of-Course Multiple-Choice Test Results for LEAs
Biology
Central Region

	Total			American Indian		Asian		Black		Hispanic		Multi-Racial		White	
	Number Tested	Mean Scale Score	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV
State	**76,872**	**56.0**	**57.7**	**920**	**44.3**	**1,456**	**60.2**	**22,240**	**31.3**	**1,450**	**45.6**	**415**	**60.2**	**50,315**	**69.9**
Central Region	**22,617**	**56.4**	**59.7**	**76**	**52.6**	**529**	**65.8**	**6,864**	**33.1**	**451**	**45.2**	**158**	**57.6**	**14,486**	**72.5**
Alamance-Burlington	1,300	54.4	49.8	2	*	23	43.5	295	18.6	32	21.9	7	42.9	941	60.7
Lakeside**	9	42.1	0.0	0	*	0	*	3	*	0	*	1	*	5	0.0
River Mill**	15	58.1	60.0	0	*	0	*	0	*	0	*	1	*	14	64.3
Caswell	251	54.0	49.0	0	*	0	*	129	35.7	1	*	0	*	121	63.6
Chatham	399	55.5	54.9	0	*	1	*	101	28.7	9	22.2	1	*	287	65.5
Woods**	8	55.6	37.5	0	*	2	*	0	*	0	*	0	*	6	50.0
Durham	1,799	55.1	52.5	5	40.0	37	67.6	853	31.8	38	44.7	31	51.6	835	73.4
Kestrel Heights**	20	48.7	25.0	0	*	0	*	10	0.0	1	*	0	*	8	62.5
Franklin	406	54.5	50.2	5	40.0	0	*	178	31.5	1	*	0	*	222	65.8
Granville	234	55.8	59.8	0	*	1	*	66	59.1	4	*	0	*	163	60.1
Guilford	3,659	56.1	58.1	14	57.1	141	54.6	1,263	34.0	48	50.0	31	58.1	2,162	72.6
Harnett	921	55.7	57.2	10	30.0	8	87.5	270	34.1	23	17.4	10	70.0	599	68.9
Johnston	1,104	56.5	61.8	2	*	3	*	237	35.9	36	44.4	6	83.3	820	69.9
Lee	427	57.3	64.9	2	*	2	*	110	37.3	20	65.0	1	*	292	75.3
Nash-Rocky Mount	1,264	55.0	54.5	4	*	11	63.6	591	33.3	21	47.6	1	*	634	74.6
Orange	364	57.7	66.2	0	*	0	*	77	35.1	1	*	2	*	284	74.6
Chapel Hill-Carrboro City	719	61.2	80.3	2	*	46	91.3	107	28.0	22	63.6	9	100.0	532	90.2
New Century**	6	69.3	100.0	0	*	0	*	0	*	0	*	2	*	4	*
Person	364	56.4	61.5	1	*	1	*	106	42.5	6	50.0	0	*	250	70.0
Randolph	934	56.5	61.6	1	*	3	*	45	40.0	20	40.0	1	*	864	63.2
Asheboro City	226	56.7	60.2	0	*	5	40.0	47	31.9	12	25.0	2	*	160	71.3
Rockingham	877	54.9	52.8	3	*	9	77.8	226	32.3	11	45.5	3	*	625	60.2
Vance	425	54.2	47.1	1	*	3	*	261	35.2	3	*	1	*	156	65.4
Wake	5,935	58.2	68.4	11	72.7	226	70.8	1,395	36.3	129	51.9	47	51.1	4,079	79.9
J.H. Baker Jr. High**	7	48.3	42.9	0	*	0	*	5	40.0	0	*	1	*	1	*
Warren	213	51.9	35.2	13	46.2	0	*	148	27.7	1	*	0	*	51	52.9
Wilson	731	54.2	46.5	0	*	7	57.1	341	23.8	12	41.7	0	*	371	67.4

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Table 52a. 1998-99 End-of-Course Multiple-Choice Test Results for LEAs
Chemistry
Western Region

	Total			American Indian		Asian		Black		Hispanic		Multi-Racial		White	
	Number Tested	Mean Scale Score	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV
State	**41,261**	**57.8**	**60.5**	**476**	**37.6**	**1,087**	**69.3**	**8,656**	**37.4**	**572**	**50.0**	**202**	**66.8**	**30,205**	**67.3**
Western Region	**3,319**	**59.0**	**66.1**	**24**	**41.7**	**31**	**71.0**	**136**	**39.0**	**37**	**59.5**	**13**	**53.8**	**3,078**	**67.5**
Buncombe	955	59.7	69.3	0	*	11	81.8	34	41.2	13	61.5	5	80.0	892	70.3
Asheville City	222	58.9	68.5	1	*	2	*	43	46.5	7	71.4	4	*	165	73.9
Cherokee	147	62.0	76.9	1	*	3	*	2	*	2	*	0	*	139	77.0
Clay	62	54.1	40.3	1	*	0	*	0	*	0	*	0	*	61	41.0
Graham	58	48.1	8.6	4	*	0	*	0	*	0	*	1	*	53	7.5
Haywood	241	56.3	53.1	0	*	1	*	1	*	2	*	1	*	236	53.4
Henderson	420	59.9	68.3	0	*	7	71.4	9	22.2	5	40.0	1	*	398	69.8
Jackson	111	60.5	72.1	3	*	1	*	1	*	0	*	1	*	105	73.3
Macon	133	59.2	68.4	0	*	0	*	0	*	1	*	0	*	132	68.2
Madison	89	56.0	47.2	0	*	0	*	0	*	2	*	0	*	87	47.1
McDowell	211	60.3	69.2	0	*	3	*	12	41.7	0	*	0	*	196	71.4
Mitchell	61	61.8	82.0	0	*	1	*	0	*	1	*	0	*	59	81.4
Polk	72	58.5	66.7	0	*	0	*	3	*	2	*	0	*	67	70.1
Rutherford	255	56.6	56.1	0	*	1	*	26	26.9	2	*	0	*	226	59.7
Swain	67	52.1	35.8	12	25.0	0	*	0	*	0	*	0	*	55	38.2
Transylvania	133	64.8	94.7	1	*	0	*	5	80.0	0	*	0	*	127	95.3
Yancey	82	62.0	86.6	1	*	1	*	0	*	0	*	0	*	80	87.5

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Notes: *Data are not reported where number tested is fewer than five.
The ethnic categories may not sum to the "Total Number Tested" because students may not have indicated an ethnic category.
** Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the Appendix.
Data received from LEAs after October 15, 1999 are not included in this table.

Table 52b. 1998-99 End-of-Course Multiple-Choice Test Results for LEAs
Chemistry
Northwest Region

	Total			American Indian		Asian		Black		Hispanic		Multi-Racial		White	
	Number Tested	Mean Scale Score	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV
State	**41,261**	**57.8**	**60.5**	**476**	**37.6**	**1,087**	**69.3**	**8,656**	**37.4**	**572**	**50.0**	**202**	**66.8**	**30,205**	**67.3**
Northwest Region	**5,635**	**58.2**	**63.7**	**6**	**50.0**	**133**	**60.2**	**594**	**42.9**	**53**	**52.8**	**21**	**81.0**	**4,827**	**66.4**
Alexander	169	55.2	51.5	0	*	6	33.3	13	46.2	1	*	0	*	149	53.0
Alleghany	50	56.1	50.0	0	*	2	*	1	*	0	*	0	*	47	46.8
Ashe	123	56.0	55.3	0	*	0	*	1	*	0	*	1	*	121	55.4
Avery	75	57.5	57.3	0	*	0	*	0	*	0	*	1	*	74	58.1
Burke	398	60.9	76.4	1	*	38	76.3	24	79.2	1	*	1	*	333	76.0
Caldwell	351	56.4	55.8	0	*	4	*	23	47.8	2	*	0	*	322	56.5
Catawba	408	60.8	76.2	0	*	16	62.5	17	41.2	0	*	0	*	375	78.4
Hickory City	99	59.7	70.7	0	*	5	60.0	10	30.0	1	*	0	*	83	75.9
Newton Conover City	109	56.8	60.6	0	*	11	36.4	8	37.5	3	*	0	*	86	66.3
Davidson	382	57.2	60.7	1	*	6	50.0	9	33.3	2	*	2	*	362	61.6
Lexington City	104	59.7	71.2	0	*	8	37.5	39	59.0	3	*	1	*	53	83.0
Thomasville City	25	56.6	56.0	0	*	0	*	9	11.1	0	*	0	*	16	81.3
Davie	190	58.3	61.6	0	*	1	*	17	35.3	2	*	0	*	170	64.7
Winston-Salem/Forsyth	1,371	57.9	59.7	3	*	18	66.7	323	38.4	18	50.0	6	100.0	1,003	66.4
Iredell-Statesville	362	57.7	63.5	0	*	8	37.5	37	54.1	7	28.6	2	*	308	65.9
Mooresville City	102	62.0	79.4	0	*	5	60.0	5	40.0	0	*	0	*	92	82.6
Stokes	227	59.3	67.0	1	*	0	*	13	53.8	2	*	3	*	208	67.8
Surry	260	58.4	66.2	0	*	1	*	11	27.3	2	*	1	*	245	68.2
Elkin City	56	56.5	55.4	0	*	0	*	3	*	1	*	0	*	52	57.7
Mount Airy City	65	60.9	78.5	0	*	1	*	4	*	0	*	0	*	60	76.7
Watauga	181	61.7	81.8	0	*	1	*	3	*	0	*	0	*	177	81.4
Wilkes	314	59.1	70.7	0	*	0	*	14	35.7	5	80.0	2	*	293	72.0
Yadkin	214	52.7	35.0	0	*	2	*	10	30.0	3	*	1	*	198	35.4

Notes: *Data are not reported where number tested is fewer than five.
The ethnic categories may not sum to the "Total Number Tested" because students may not have indicated an ethnic category.
** Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the Appendix.
Data received from LEAs after October 15, 1999 are not included in this table.

Table 52c. 1998-99 End-of-Course Multiple-Choice Test Results for LEAs
Chemistry
Southwest Region

	Total			American Indian		Asian		Black		Hispanic		Multi-Racial		White	
	Number Tested	Mean Scale Score	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV
State	**41,261**	**57.8**	**60.5**	**476**	**37.6**	**1,087**	**69.3**	**8,656**	**37.4**	**572**	**50.0**	**202**	**66.8**	**30,205**	**67.3**
Southwest Region	**9,749**	**56.7**	**55.1**	**54**	**33.3**	**352**	**61.9**	**2,097**	**30.4**	**133**	**40.6**	**30**	**66.7**	**7,080**	**62.4**
Anson	198	53.3	35.9	0	•	2	•	95	26.3	0	•	0	•	101	43.6
Cabarrus	638	61.2	75.2	0	•	11	63.6	36	55.6	8	87.5	1	•	582	76.5
Kannapolis City	109	56.5	60.6	0	•	4	•	22	54.5	5	40.0	0	•	78	62.8
Cleveland	361	56.9	56.0	0	•	0	•	67	25.4	1	•	0	•	293	63.1
Kings Mountain City	173	53.7	41.0	1	•	4	•	38	31.6	0	•	0	•	130	43.1
Shelby City	147	58.8	68.0	0	•	4	•	54	48.1	0	•	1	•	88	78.4
Gaston	988	57.4	59.5	1	•	19	63.2	136	35.3	10	30.0	2	•	820	63.8
Hoke	215	48.0	12.1	21	9.5	4	•	122	4.9	4	•	3	•	61	24.6
Lincoln	396	54.6	45.7	0	•	2	•	24	37.5	5	20.0	1	•	364	46.4
Charlotte/Mecklenburg	4,126	56.1	51.7	13	38.5	254	59.8	1,167	26.7	76	36.8	11	63.6	2,602	62.6
Montgomery	152	55.0	48.0	0	•	5	40.0	32	25.0	3	•	1	•	111	55.0
Moore	417	54.9	46.0	5	20.0	5	60.0	68	26.5	3	•	4	•	332	49.1
Richmond	195	61.2	75.4	3	•	5	100.0	48	64.6	2	•	0	•	137	77.4
Rowan-Salisbury	408	58.1	67.4	0	•	8	62.5	34	52.9	9	55.6	3	•	354	69.2
Scotland	132	58.6	64.4	6	50.0	0	•	36	58.3	1	•	0	•	89	68.5
Laurinburg**	8	41.9	0.0	0	•	0	•	8	0.0	0	•	0	•	0	•
Stanly	451	56.7	52.1	0	•	19	57.9	48	39.6	2	•	1	•	381	53.3
Union	635	59.9	69.8	4	•	6	100.0	62	56.5	4	•	2	•	557	71.5

Notes: *Data are not reported where number tested is fewer than five.
The ethnic categories may not sum to the "Total Number Tested" because students may not have indicated an ethnic category.
** Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the Appendix.
Data received from LEAs after October 15, 1999 are not included in this table.

Table 52d. 1998-99 End-of-Course Multiple-Choice Test Results for LEAs
Chemistry
Northeast Region

	Total			American Indian		Asian		Black		Hispanic		Multi-Racial		White	
	Number Tested	Mean Scale Score	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV
State	**41,261**	**57.8**	**60.5**	**476**	**37.6**	**1,087**	**69.3**	**8,656**	**37.4**	**572**	**50.0**	**202**	**66.8**	**30,205**	**67.3**
Northeast Region	**3,004**	**55.2**	**46.8**	**17**	**17.6**	**40**	**62.5**	**1,299**	**27.0**	**12**	**58.3**	**9**	**55.6**	**1,627**	**62.4**
Beaufort	237	57.2	60.8	0	•	1	•	70	37.1	0	•	0	•	166	70.5
Bertie	131	51.8	29.0	0	•	0	•	80	18.8	0	•	2	•	49	42.9
Camden	46	54.8	54.3	0	•	1	•	12	41.7	0	•	0	•	33	57.6
Edenton/Chowan	98	54.6	40.8	0	•	1	•	33	27.3	0	•	1	•	63	47.6
Currituck	52	59.1	76.9	1	•	0	•	4	•	0	•	0	•	47	74.5
Dare	144	60.3	73.6	0	•	0	•	3	•	2	•	0	•	139	75.5
Edgecombe	207	56.1	50.7	0	•	2	•	110	41.8	1	•	0	•	94	61.7
Gates	79	51.0	20.3	0	•	0	•	45	11.1	0	•	0	•	34	32.4
Halifax	206	47.1	8.3	10	10.0	0	•	190	7.9	2	•	1	•	3	•
Roanoke Rapids City	60	60.9	75.0	1	•	4	•	4	•	1	•	0	•	50	72.0
Weldon City	45	52.6	24.4	0	•	0	•	45	24.4	0	•	0	•	0	•
Hertford	181	51.0	22.1	3	•	1	•	133	15.0	0	•	1	•	43	44.2
Hyde	25	54.7	44.0	0	•	0	•	7	14.3	0	•	0	•	18	55.6
Martin	139	59.3	69.8	0	•	0	•	49	59.2	0	•	0	•	90	75.6
Northampton	146	54.2	38.4	1	•	0	•	106	33.0	0	•	0	•	39	53.8
Elizabeth City/Pasquotank	160	56.0	56.3	0	•	3	•	52	30.8	2	•	2	•	101	68.3
Perquimans	83	55.6	54.2	0	•	0	•	19	36.8	0	•	0	•	64	59.4
Pitt	811	56.7	51.7	1	•	26	57.7	244	32.0	3	•	2	•	535	60.4
Right Step**	10	40.1	0.0	0	•	0	•	10	0.0	0	•	0	•	0	•
Tyrrell	20	53.6	25.0	0	•	1	•	5	0.0	0	•	0	•	14	35.7
Washington	124	54.3	46.0	0	•	0	•	78	33.3	1	•	0	•	45	66.7

Notes: *Data are not reported where number tested is fewer than five.
The ethnic categories may not sum to the "Total Number Tested" because students may not have indicated an ethnic category.
** Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the Appendix.
Data received from LEAs after October 15, 1999 are not included in this table.

Table 52e. 1998-99 End-of-Course Multiple-Choice Test Results for LEAs
Chemistry
Southeast Region

	Total			American Indian		Asian		Black		Hispanic		Multi-Racial		White	
	Number Tested	Mean Scale Score	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV
State	**41,261**	**57.8**	**60.5**	**476**	**37.6**	**1,087**	**69.3**	**8,656**	**37.4**	**572**	**50.0**	**202**	**66.8**	**30,205**	**67.3**
Southeast Region	**7,088**	**57.1**	**57.6**	**336**	**36.0**	**109**	**68.8**	**2,026**	**39.1**	**178**	**50.0**	**51**	**60.8**	**4,385**	**67.9**
Bladen	187	56.7	57.8	3	*	0	*	74	44.6	1	*	0	*	109	67.0
Brunswick	283	58.0	64.7	1	*	1	*	65	43.1	0	*	0	*	215	71.2
Carteret	360	61.0	80.3	0	*	2	*	34	73.5	3	*	2	*	319	80.9
Columbus	165	53.2	36.4	5	20.0	0	*	64	28.1	1	*	1	*	94	43.6
Whiteville City	86	60.7	80.2	0	*	1	*	21	57.1	0	*	0	*	64	89.1
Craven	349	59.4	68.8	0	*	6	100.0	76	55.3	9	66.7	0	*	258	72.1
Cumberland	1,518	56.9	54.3	20	50.0	48	56.3	566	40.1	96	46.9	17	47.1	771	65.9
Duplin	247	56.4	56.7	0	*	0	*	104	39.4	4	*	1	*	138	70.3
Greene	92	56.2	48.9	0	*	0	*	39	48.7	1	*	0	*	52	48.1
Jones	61	50.3	21.3	0	*	0	*	38	15.8	0	*	0	*	23	30.4
Lenoir	275	57.9	60.0	2	*	1	*	106	50.0	3	*	1	*	162	67.9
New Hanover	1,009	58.9	65.7	6	83.3	12	66.7	158	38.6	8	37.5	7	57.1	818	71.1
Onslow	566	59.8	72.8	1	*	22	81.8	94	53.2	25	76.0	12	100.0	412	75.7
Pamlico	66	57.0	59.1	1	*	0	*	15	26.7	0	*	0	*	50	68.0
Pender	169	60.1	68.0	0	*	0	*	34	52.9	1	*	0	*	134	72.4
Robeson	687	52.5	35.4	289	32.9	7	100.0	197	24.9	4	*	3	*	187	47.6
Sampson	247	56.8	58.3	3	*	0	*	76	39.5	10	50.0	1	*	157	68.2
Clinton City	134	55.8	50.7	5	40.0	1	*	52	32.7	1	*	4	*	69	68.1
Wayne	587	54.7	45.1	0	*	8	62.5	213	28.2	11	36.4	2	*	353	55.0

Notes *Data are not reported where number tested is fewer than five.
The ethnic categories may not sum to the "Total Number Tested" because students may not have indicated an ethnic category.
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Data received from LEAs after October 15, 1999 are not included in this table.

Table 52f. 1998-99 End-of-Course Multiple-Choice Test Results for LEAs
Chemistry
Central Region

	Total			American Indian		Asian		Black		Hispanic		Multi-Racial		White	
	Number Tested	Mean Scale Score	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV
State	**41,261**	**57.8**	**60.5**	**476**	**37.6**	**1,087**	**69.3**	**8,656**	**37.4**	**572**	**50.0**	**202**	**66.8**	**30,205**	**67.3**
Central Region	**12,466**	**59.2**	**66.6**	**39**	**61.5**	**422**	**78.9**	**2,504**	**45.8**	**159**	**54.1**	**78**	**70.5**	**9,208**	**71.9**
Alamance-Burlington	661	56.5	56.9	1	*	9	44.4	120	30.8	16	50.0	2	*	513	63.4
River Mill**	9	49.2	22.2	0	*	0	*	0	*	0	*	0	*	9	22.2
Caswell	133	54.7	48.9	0	*	0	*	62	40.3	0	*	0	*	71	56.3
Chatham	229	56.8	57.6	1	*	2	*	46	34.8	2	*	2	*	176	63.6
Durham	891	60.3	72.1	2	*	35	74.3	297	53.5	12	75.0	10	50.0	535	82.6
Franklin	194	57.9	66.0	0	*	0	*	59	57.6	3	*	1	*	131	70.2
Granville	165	59.5	72.7	0	*	2	*	45	68.9	0	*	0	*	118	74.6
Guilford	2,200	58.0	60.0	5	40.0	96	62.5	540	42.4	22	36.4	22	81.8	1,510	66.4
Harnett	366	56.2	51.9	2	*	2	*	67	23.9	8	50.0	7	42.9	280	58.2
Johnston	633	56.7	57.7	1	*	4	*	96	38.5	12	41.7	1	*	519	61.5
Lee	244	58.3	60.2	1	*	6	100.0	43	27.9	9	55.6	1	*	184	66.8
Nash-Rocky Mount	543	57.8	62.1	2	*	9	88.9	186	50.0	3	*	3	*	340	68.2
Orange	170	63.8	82.4	0	*	0	*	30	63.3	3	*	0	*	137	86.9
Chapel Hill-Carrboro City	472	66.3	91.1	1	*	37	81.1	30	60.0	2	*	3	*	399	94.5
New Century**	8	53.8	37.5	0	*	1	*	0	*	0	*	0	*	6	33.3
Person	144	58.2	61.8	1	*	0	*	28	50.0	2	*	1	*	112	64.3
Randolph	441	57.4	59.6	4	*	1	*	22	27.3	5	0.0	0	*	409	62.3
Asheboro City	157	60.2	66.9	2	*	3	*	15	46.7	5	20.0	1	*	131	70.2
Rockingham	475	56.6	54.7	0	*	3	*	103	35.0	2	*	2	*	365	60.0
Vance	155	50.5	27.1	0	*	2	*	74	14.9	2	*	2	*	75	36.0
Wake	3,773	61.8	77.7	13	84.6	204	87.3	503	59.8	48	64.6	19	89.5	2,936	80.5
Warren	82	56.0	52.4	3	*	0	*	46	41.3	0	*	0	*	33	69.7
Wilson	321	56.3	53.0	0	*	6	83.3	92	29.3	3	*	1	*	219	61.6

Notes: *Data are not reported where number tested is fewer than five.
The ethnic categories may not sum to the "Total Number Tested" because students may not have indicated an ethnic category.
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Data received from LEAs after October 15, 1999 are not included in this table.

Table 53a. 1998-99 End-of-Course Multiple-Choice Test Results for LEAs
ELP
Western Region

	Total			American Indian		Asian		Black		Hispanic		Multi-Racial		White	
	Number Tested	Mean Scale Score	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV
State	**77,740**	**55.0**	**67.4**	**1,060**	**46.8**	**1,679**	**64.0**	**21,311**	**46.4**	**1,650**	**52.7**	**515**	**69.9**	**51,398**	**77.0**
Western Region	**6,672**	**56.0**	**72.3**	**74**	**63.5**	**59**	**66.1**	**443**	**44.9**	**92**	**51.1**	**41**	**51.2**	**5,963**	**75.0**
Buncombe	1,880	56.8	75.7	6	66.7	14	78.6	100	50.0	18	77.8	11	72.7	1,731	77.2
Asheville City	290	57.1	73.4	1	*	2	*	86	43.0	4	*	3	*	194	87.1
Cherokee	92	61.1	94.6	0	*	1	*	1	*	0	*	0	*	90	95.6
Clay	15	53.7	66.7	0	*	0	*	0	*	0	*	0	*	15	66.7
Graham	72	57.4	83.3	8	87.5	0	*	0	*	0	*	0	*	64	82.8
Haywood	629	54.3	66.0	3	*	3	*	13	69.2	13	46.2	4	*	593	66.8
Henderson	895	55.8	72.7	2	*	8	100.0	53	43.4	35	37.1	7	57.1	790	76.2
Jackson	329	54.8	65.0	30	40.0	4	*	2	*	2	*	4	*	287	66.9
Macon	360	55.0	68.9	1	*	4	*	5	60.0	3	*	2	*	345	69.6
Madison	124	60.3	89.5	0	*	0	*	0	*	0	*	0	*	124	89.5
McDowell	478	55.7	69.5	0	*	18	38.9	18	50.0	4	*	2	*	436	72.0
Mitchell	127	57.4	78.0	0	*	0	*	1	*	1	*	0	*	125	79.2
Polk	104	59.6	84.6	0	*	2	*	5	60.0	3	*	1	*	93	88.2
Rutherford	750	52.7	57.6	0	*	2	*	123	37.4	7	42.9	3	*	615	62.1
Swain	73	60.4	89.0	22	86.4	0	*	1	*	1	*	1	*	48	89.6
Transylvania	364	57.4	79.4	1	*	1	*	34	47.1	0	*	3	*	325	83.4
Yancey	90	61.3	96.7	0	*	0	*	1	*	1	*	0	*	88	96.6

Notes: *Data are not reported where number tested is fewer than five.
The ethnic categories may not sum to the "Total Number Tested" because students may not have indicated an ethnic category.
** Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the Appendix.
Data received from LEAs after October 15, 1999 are not included in this table.

Table 53b. 1998-99 End-of-Course Multiple-Choice Test Results for LEAs
ELP
Northwest Region

	Total			American Indian		Asian		Black		Hispanic		Multi-Racial		White	
	Number Tested	Mean Scale Score	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV
State	**77,740**	**55.0**	**67.4**	**1,060**	**46.8**	**1,679**	**64.0**	**21,311**	**46.4**	**1,650**	**52.7**	**515**	**69.9**	**51,398**	**77.0**
Northwest Region	**12,208**	**55.1**	**68.3**	**24**	**58.3**	**317**	**52.7**	**1,678**	**44.9**	**214**	**49.1**	**59**	**57.6**	**9,913**	**73.3**
Alexander	419	52.5	55.4	1	*	7	0.0	24	41.7	2	*	0	*	385	57.4
Alleghany	108	53.5	58.3	0	*	0	*	2	*	1	*	0	*	105	58.1
Ashe	232	55.3	71.6	0	*	0	*	1	*	0	*	0	*	231	71.9
Avery	165	56.3	70.9	0	*	0	*	1	*	0	*	0	*	164	71.3
Grandfather Academy**	3	*	*	0	*	0	*	2	*	0	*	0	*	1	*
Burke	945	55.7	71.7	5	80.0	98	56.1	62	61.3	17	35.3	4	*	759	75.4
Caldwell	935	52.9	57.2	2	*	5	40.0	75	25.3	9	11.1	3	*	841	60.9
Catawba	1,105	55.1	68.7	0	*	65	38.5	85	52.9	24	41.7	5	60.0	924	72.9
Hickory City	187	56.9	69.5	0	*	17	58.8	47	40.4	2	*	2	*	119	84.0
Newton Conover City	180	55.7	71.1	0	*	13	61.5	19	42.1	11	45.5	0	*	137	78.1
Davidson	723	55.9	74.6	1	*	6	66.7	15	73.3	5	60.0	2	*	694	74.9
Lexington City	166	52.4	51.2	0	*	14	35.7	75	36.0	5	60.0	2	*	70	70.0
Thomasville City	146	51.2	50.7	1	*	2	*	84	38.1	6	50.0	1	*	52	71.2
Davie	429	54.9	68.5	1	*	3	*	45	57.8	6	33.3	1	*	373	70.5
Winston-Salem/Forsyth	2,665	55.1	66.8	6	66.7	41	58.5	824	43.7	52	57.7	28	50.0	1,714	78.7
C.G. Woodson**	5	42.4	0.0	0	*	0	*	5	0.0	0	*	0	*	0	*
Iredell-Statesville	811	56.4	76.8	2	*	23	87.0	146	53.4	18	83.3	4	*	617	81.8
Mooresville City	312	55.0	68.6	0	*	5	40.0	40	30.0	0	*	0	*	267	74.9
Stokes	494	54.6	66.6	3	*	0	*	27	51.9	7	42.9	2	*	455	68.1
Surry	557	56.0	73.2	1	*	1	*	27	63.0	19	57.9	2	*	507	74.2
Elkin City	79	56.9	77.2	0	*	0	*	7	57.1	3	*	0	*	69	82.6
Mount Airy City	124	54.0	66.9	0	*	10	20.0	19	36.8	2	*	0	*	93	79.6
Watauga	433	57.1	76.4	0	*	4	*	3	*	0	*	0	*	426	76.3
Wilkes	626	56.5	74.8	1	*	3	*	24	62.5	8	50.0	3	*	587	75.5
Yadkin	359	55.2	67.4	0	*	0	*	19	36.8	17	47.1	0	*	323	70.3

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Notes: *Data are not reported where number tested is fewer than five.
The ethnic categories may not sum to the "Total Number Tested" because students may not have indicated an ethnic category.
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Data received from LEAs after October 15, 1999 are not included in this table.

Table 53c. 1998-99 End-of-Course Multiple-Choice Test Results for LEAs
ELP
Southwest Region

	Total			American Indian		Asian		Black		Hispanic		Multi-Racial		White	
	Number Tested	Mean Scale Score	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV
State	**77,740**	**55.0**	**67.4**	**1,060**	**46.8**	**1,679**	**64.0**	**21,311**	**46.4**	**1,650**	**52.7**	**515**	**69.9**	**51,398**	**77.0**
Southwest Region	**17,224**	**54.2**	**64.0**	**109**	**51.4**	**519**	**59.5**	**5,239**	**40.1**	**356**	**46.9**	**53**	**56.6**	**10,938**	**76.3**
Anson	331	51.0	49.8	2	*	3	*	206	43.7	0	*	0	*	120	60.0
Cabarrus	1,025	57.2	78.3	3	*	12	75.0	127	49.6	16	75.0	2	*	865	82.9
Kannapolis City	239	56.7	71.1	0	*	2	*	68	52.9	6	66.7	2	*	161	78.9
Cleveland	506	57.0	77.5	0	*	3	*	100	57.0	1	*	0	*	402	82.6
Kings Mountain City	292	54.7	69.2	2	*	10	90.0	62	50.0	0	*	2	*	216	74.1
Shelby City	182	54.5	61.0	0	*	3	*	90	36.7	0	*	1	*	88	85.2
Gaston	1,888	54.8	67.4	3	*	26	69.2	319	47.6	13	84.6	3	*	1,524	71.3
Hoke	256	53.2	60.9	26	61.5	2	*	162	51.9	2	*	4	*	58	81.0
Lincoln	811	54.1	62.4	1	*	2	*	79	41.8	33	48.5	1	*	695	65.3
Charlotte/Mecklenburg	7,455	53.5	60.2	31	38.7	377	56.0	3,055	37.1	202	43.1	22	50.0	3,763	80.5
Kennedy**	14	36.9	0.0	0	*	0	*	10	0.0	0	*	0	*	4	*
Montgomery	175	54.3	66.9	1	*	18	61.1	42	42.9	6	16.7	0	*	108	79.6
Moore	946	54.1	64.3	13	46.2	5	100.0	240	40.0	18	50.0	4	*	666	73.6
Richmond	576	51.5	52.6	12	50.0	3	*	230	37.0	18	38.9	3	*	309	65.4
Rowan-Salisbury	159	58.0	76.7	0	*	7	28.6	49	57.1	3	*	1	*	98	89.8
Scotland	193	58.7	79.3	7	71.4	2	*	60	58.3	1	*	0	*	123	90.2
Stanly	684	54.3	64.5	4	*	35	51.4	97	36.1	10	40.0	3	*	535	71.0
Union	1,492	54.5	67.5	4	*	9	88.9	243	36.6	27	40.7	5	80.0	1,203	74.3

Notes: *Data are not reported where number tested is fewer than five.
The ethnic categories may not sum to the "Total Number Tested" because students may not have indicated an ethnic category.
** Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the Appendix.
Data received from LEAs after October 15, 1999 are not included in this table.

Table 53d. 1998-99 End-of-Course Multiple-Choice Test Results for LEAs
ELP
Northeast Region

	Total			American Indian		Asian		Black		Hispanic		Multi-Racial		White	
	Number Tested	Mean Scale Score	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV
State	77,740	55.0	67.4	1,068	66.8	1,679	64.0	21,311	46.4	1,650	52.7	515	69.9	51,398	77.0
Northeast Region	4,294	54.7	66.4	28	92.9	22	95.5	2,076	50.6	30	66.7	14	85.7	2,122	81.0
Beaufort	190	59.4	87.4	0	*	0	*	54	77.8	2	*	1	*	133	91.7
Bertie	202	53.8	61.9	0	*	0	*	149	51.7	0	*	1	*	52	90.4
Camden	111	52.5	58.6	0	*	0	*	29	41.4	0	*	0	*	82	64.6
Edenton/Chowan	235	53.3	56.6	0	*	1	*	101	38.6	4	*	1	*	128	69.5
Currituck	137	60.5	89.8	1	*	0	*	17	76.5	3	*	0	*	116	91.4
Dare	182	59.3	87.4	0	*	0	*	2	*	1	*	0	*	179	87.7
Edgecombe	189	57.7	78.3	0	*	1	*	126	77.0	1	*	0	*	61	82.0
Gates	14	48.4	42.9	0	*	0	*	9	33.3	0	*	0	*	5	60.0
Halifax	468	50.6	48.9	22	90.9	0	*	432	46.5	1	*	0	*	13	61.5
Roanoke Rapids City	214	53.6	66.8	0	*	2	*	32	43.8	4	*	1	*	175	70.3
Weldon City	41	48.9	29.3	0	*	0	*	39	28.2	0	*	0	*	1	*
Hertford	220	53.0	58.6	3	*	0	*	179	52.0	0	*	1	*	37	86.5
Hyde	26	59.7	88.5	0	*	0	*	15	80.0	0	*	0	*	11	100.0
Martin	23	54.9	73.9	0	*	0	*	16	62.5	0	*	0	*	7	100.0
Northampton	94	56.6	77.7	0	*	0	*	53	69.8	0	*	1	*	40	87.5
Elizabeth City/Pasquotank	412	53.3	60.7	1	*	3	*	200	45.5	3	*	1	*	204	74.0
Perquimans	129	53.5	59.7	0	*	0	*	45	33.3	0	*	2	*	82	73.2
Pitt	1,108	56.8	75.6	1	*	14	92.9	385	57.4	9	44.4	4	*	694	85.9
Right Step**	24	42.0	20.8	0	*	0	*	23	17.4	0	*	0	*	1	*
Tyrrell	60	51.4	46.7	0	*	0	*	32	31.3	1	*	0	*	27	63.0
Washington	215	50.2	47.0	0	*	1	*	138	34.8	1	*	1	*	74	67.6

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Notes: *Data are not reported where number tested is fewer than five.
The ethnic categories may not sum to the "Total Number Tested" because students may not have indicated an ethnic category.
** Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the Appendix.
Data received from LEAs after October 15, 1999 are not included in this table.

Table 53e. 1998-99 End-of-Course Multiple-Choice Test Results for LEAs
ELP
Southeast Region

	Total			American Indian		Asian		Black		Hispanic		Multi-Racial		White	
	* Number Tested	Mean Scale Score	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV
State	**77,740**	**55.0**	**67.4**	**1,060**	**46.8**	**1,679**	**64.0**	**21,311**	**46.4**	**1,650**	**52.7**	**515**	**69.9**	**51,398**	**77.0**
Southeast Region	**14,798**	**54.4**	**64.9**	**731**	**41.2**	**182**	**69.2**	**5,240**	**50.6**	**430**	**62.1**	**121**	**73.6**	**8,087**	**76.2**
Bladen	402	51.9	52.0	3	*	1	*	214	39.3	1	*	0	*	183	66.7
Brunswick	520	59.6	86.5	2	*	1	*	131	72.5	4	*	0	*	382	91.6
Carteret	712	55.1	68.5	3	*	6	33.3	73	53.4	4	*	7	85.7	619	70.8
Maritime Studies**	32	51.8	50.0	1	*	1	*	6	50.0	0	*	0	*	24	50.0
Columbus	521	53.7	62.8	31	61.3	0	*	223	46.6	1	*	1	*	265	76.6
Whiteville City	167	56.6	78.4	1	*	0	*	60	58.3	1	*	0	*	105	89.5
Craven	1,085	54.9	67.3	2	*	13	46.2	345	47.2	22	81.8	7	71.4	696	77.0
Cumberland	3,872	54.2	64.4	77	48.1	89	78.7	1,730	53.1	213	64.3	46	71.7	1,715	75.6
Duplin	652	53.1	57.7	0	*	1	*	249	43.4	45	48.9	0	*	357	68.9
Greene	187	55.5	67.9	0	*	1	*	94	56.4	4	*	0	*	88	80.7
Jones	68	56.0	80.9	0	*	0	*	33	75.8	0	*	0	*	35	85.7
Lenoir	750	55.1	67.7	1	*	4	*	388	58.0	11	54.5	2	*	344	79.7
New Hanover	1,108	55.1	68.0	4	*	8	75.0	343	42.0	16	68.8	3	*	733	79.9
Onslow	1,195	55.4	70.8	7	42.9	29	62.1	245	57.6	41	65.9	29	72.4	844	75.4
Pamlico	171	54.9	63.7	2	*	1	*	53	35.8	1	*	2	*	112	76.8
Pender	510	54.3	66.7	0	*	2	*	167	49.7	12	41.7	0	*	329	76.0
Robeson	1,406	50.9	48.4	581	38.4	9	44.4	426	40.4	7	28.6	9	55.6	373	73.5
Sampson	450	54.1	63.8	3	*	0	*	133	52.6	21	38.1	0	*	293	70.6
Clinton City	209	53.0	56.5	10	50.0	0	*	91	30.8	6	100.0	4	*	98	76.5
Wayne	781	55.4	71.8	3	*	16	68.8	236	61.0	20	70.0	11	100.0	492	76.4

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Table 53f. 1998-99 End-of-Course Multiple-Choice Test Results for LEAs
ELP
Central Region

	Total			American Indian		Asian		Black		Hispanic		Multi-Racial		White	
	Number Tested	Mean Scale Score	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV
State	77,740	55.0	67.4	1,060	46.8	1,679	64.0	21,311	46.4	1,650	52.7	515	69.9	51,398	77.0
Central Region	22,544	55.6	69.8	94	55.3	580	71.0	6,635	47.3	528	50.0	227	76.7	14,375	80.8
Alamance-Burlington	1,507	53.3	61.8	2	*	16	68.8	374	42.0	41	26.8	13	84.6	1,061	69.7
Lakeside**	6	42.8	16.7	0	*	0	*	5	20.0	0	*	0	*	1	*
River Mill**	33	45.4	33.3	0	*	0	*	0	*	0	*	2	*	31	32.3
Caswell	259	53.8	66.0	0	*	0	*	131	56.5	1	*	0	*	127	75.6
Chatham	478	52.8	60.5	0	*	2	*	134	38.8	24	37.5	3	*	315	71.1
Woods**	13	49.8	30.8	0	*	0	*	0	*	2	*	2	*	9	33.3
Durham	1,997	53.4	60.2	11	45.5	55	63.6	998	44.8	41	29.3	32	68.8	860	79.2
Franklin	301	54.0	63.8	1	*	0	*	115	46.1	6	66.7	2	*	177	74.6
Granville	128	56.0	68.8	0	*	2	*	33	69.7	2	*	0	*	91	69.2
Guilford	3,519	56.6	73.3	20	45.0	144	55.6	933	50.7	50	54.0	39	87.2	2,333	83.9
Harnett	721	56.0	73.9	10	50.0	2	*	193	59.6	27	44.4	5	80.0	483	81.6
Johnston	648	59.5	87.7	0	*	5	100.0	100	73.0	15	73.3	3	*	524	90.6
Lee	618	55.1	69.9	4	*	3	*	159	55.3	39	46.2	5	100.0	408	77.5
Nash-Rocky Mount	1,263	53.4	60.3	6	83.3	14	57.1	603	44.8	28	50.0	8	87.5	603	75.8
Orange	392	56.7	73.2	0	*	0	*	83	50.6	4	*	6	83.3	299	78.9
Chapel Hill-Carrboro City	726	60.6	86.8	2	*	48	87.5	99	46.5	16	81.3	8	87.5	551	94.0
New Century**	21	58.3	76.2	0	*	1	*	2	*	1	*	2	*	12	83.3
Person	21	54.7	66.7	0	*	0	*	11	54.5	0	*	1	*	9	77.8
Randolph	383	59.3	88.0	0	*	3	*	9	77.8	8	25.0	2	*	361	89.5
Asheboro City	276	54.2	63.0	0	*	9	55.6	36	47.2	25	28.0	3	*	202	70.8
Rockingham	925	53.9	63.9	1	*	4	*	214	48.1	15	40.0	3	*	688	69.2
Vance	457	51.9	52.5	1	*	3	*	253	35.2	11	63.6	3	*	186	74.2
Wake	6,982	56.5	73.7	23	56.5	257	78.2	1,694	46.5	158	60.1	84	67.9	4,670	83.9
J.H. Baker Jr. High**	2	*	*	0	*	0	*	0	*	0	*	0	*	2	*
Warren	280	48.4	40.4	13	46.2	0	*	214	35.0	2	*	0	*	51	58.8
Wilson	588	56.2	73.1	0	*	12	75.0	242	57.0	12	66.7	1	*	321	85.7

Notes: *Data are not reported where number tested is fewer than five.
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Table 54a. 1998-99 End-of-Course Multiple-Choice Test Results for LEAs
English I
Western Region

	Total			American Indian		Asian		Black		Hispanic		Multi-Racial		White	
	Number Tested	Mean Scale Score	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV
State	**89,679**	**54.5**	**64.6**	**1,394**	**46.6**	**1,564**	**66.0**	**26,141**	**44.5**	**1,880**	**50.5**	**584**	**70.4**	**58,046**	**74.4**
Western Region	**7,245**	**55.9**	**71.3**	**102**	**60.8**	**49**	**73.5**	**486**	**46.7**	**102**	**51.0**	**41**	**61.0**	**6,464**	**73.7**
Buncombe	1,858	56.9	75.3	7	[illegible]	13	92.3	101	52.5	21	57.1	11	72.7	1,704	76.8
Asheville City	329	56.4	69.3	2	*	2	*	115	38.3	7	57.1	2	*	201	87.6
Cherokee	296	57.0	76.0	7	57.1	0	*	7	85.7	2	*	1	*	279	76.0
Clay	125	59.4	84.0	1	*	0	*	0	*	0	*	0	*	124	83.9
Graham	92	55.8	76.1	12	75.0	0	*	0	*	0	*	0	*	80	76.3
Haywood	602	55.4	70.3	3	*	2	*	12	75.0	11	90.9	4	[illegible]	570	69.8
Henderson	942	55.6	70.5	2	*	8	75.0	56	42.9	42	38.1	8	50.0	826	74.2
Jackson	295	55.7	68.8	34	47.1	2	*	2	*	1	*	5	100.0	251	71.3
Macon	359	55.8	71.6	1	*	4	*	6	33.3	1	*	1	*	346	72.8
Madison	194	52.5	52.6	0	*	0	*	0	*	0	*	0	*	194	52.6
McDowell	430	55.8	70.2	0	*	15	53.3	16	56.3	2	*	1	*	396	71.7
Mitchell	187	57.4	79.1	0	*	0	*	1	*	1	*	0	*	185	78.9
Polk	179	54.7	63.7	0	*	0	*	17	35.3	3	*	2	*	157	66.9
Rutherford	693	53.0	57.7	1	*	2	*	116	45.7	8	37.5	4	*	562	60.9
Swain	137	56.4	73.7	30	73.3	0	*	1	*	0	*	1	*	105	73.3
Transylvania	358	56.6	78.2	2	*	1	*	35	48.6	2	*	1	*	317	82.6
Yancey	169	58.2	84.0	0	*	0	*	1	*	1	*	0	*	167	83.8

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Notes: * Data are not reported where number tested is fewer than five.
The ethnic categories may not sum to the "Total Number Tested" because students may not have indicated an ethnic category.
** Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the Appendix.
Data received from LEAs after October 15, 1999 are not included in this table.

Table 54b. 1998-99 End-of-Course Multiple-Choice Test Results for LEAs
English I
Northwest Region

	Total			American Indian		Asian		Black		Hispanic		Multi-Racial		White	
	Number Tested	Mean Scale Score	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV
State	**89,679**	**54.5**	**64.6**	**1,394**	**46.6**	**1,564**	**66.0**	**26,141**	**44.5**	**1,880**	**50.5**	**584**	**70.4**	**58,046**	**74.4**
Northwest Region	**13,142**	**54.7**	**65.5**	**24**	**62.5**	**315**	**53.7**	**1,922**	**45.6**	**220**	**47.3**	**64**	**53.1**	**10,592**	**69.9**
Alexander	424	54.8	66.3	1	*	10	20.0	21	61.9	1	*	0	*	391	67.8
Alleghany	106	52.9	56.6	0	*	0	*	2	*	1	*	0	*	103	57.3
Ashe	264	54.3	64.8	0	*	0	*	1	*	4	*	0	*	259	66.0
Avery	202	54.1	64.4	0	*	0	*	0	*	0	*	0	*	202	64.4
Grandfather Academy**	2	*	*	0	*	0	*	1	*	0	*	0	*	1	*
Burke	992	55.8	72.6	2	*	103	57.3	75	56.0	20	50.0	7	57.1	785	76.9
Caldwell	890	53.9	61.7	2	*	3	*	61	44.3	9	44.4	2	*	813	63.1
Catawba	1,089	54.3	64.6	1	*	54	46.3	62	54.8	14	57.1	3	*	954	66.4
Hickory City	186	52.9	52.2	1	*	21	47.6	46	30.4	5	0.0	1	*	112	64.3
Newton Conover City	179	55.8	70.4	0	*	17	41.2	21	47.6	7	57.1	0	*	134	78.4
Davidson	682	54.2	63.8	1	*	2	*	17	58.8	5	60.0	3	*	654	63.8
Lexington City	189	52.9	51.9	1	*	13	61.5	88	39.8	5	80.0	5	60.0	77	62.3
Thomasville City	189	51.0	49.7	2	*	2	*	105	38.1	12	41.7	2	*	66	68.2
Davie	440	55.2	70.2	2	*	3	*	44	52.3	7	42.9	2	*	382	73.0
Winston-Salem/Forsyth	2,827	55.7	68.4	5	80.0	39	64.1	951	48.4	38	68.4	25	52.0	1,768	79.6
Lift**	18	41.1	5.6	0	*	0	*	16	0.0	0	*	0	*	0	*
C.G. Woodson**	5	45.2	0.0	0	*	0	*	5	0.0	0	*	0	*	0	*
Iredell-Statesville	1,115	54.1	63.0	2	*	31	48.4	223	39.5	21	42.9	5	0.0	832	70.8
Mooresville City	321	56.0	69.5	0	*	6	50.0	43	27.9	0	*	1	*	271	76.8
Stokes	587	52.7	53.8	1	*	0	*	33	33.3	8	37.5	4	*	541	55.5
Surry	612	54.6	66.5	1	*	1	*	31	51.6	30	50.0	0	*	549	68.1
Elkin City	75	58.4	78.7	0	*	0	*	5	80.0	2	*	0	*	68	79.4
Mount Airy City	116	54.1	63.8	0	*	4	*	17	29.4	2	*	1	*	92	72.8
Watauga	434	57.5	76.7	0	*	3	*	4	*	0	*	1	*	426	77.0
Wilkes	766	54.4	64.4	1	*	2	*	35	54.3	9	33.3	2	*	717	65.3
Yadkin	432	54.1	66.2	1	*	1	*	15	73.3	20	25.0	0	*	395	67.8

Notes: * Data are not reported where number tested is fewer than five.
The ethnic categories may not sum to the "Total Number Tested" because students may not have indicated an ethnic category.
** Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the Appendix.
[illegible] after October 15, 1999 are not included in this table.

Table 54c. 1998-99 End-of-Course Multiple-Choice Test Results for LEAs
English I
Southwest Region

	Total			American Indian		Asian		Black		Hispanic		Multi-Racial		White	
	Number Tested	Mean Scale Score	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV
State	**89,679**	**54.5**	**64.6**	**1,394**	**46.6**	**1,564**	**66.0**	**26,141**	**44.5**	**1,880**	**50.5**	**584**	**70.4**	**58,046**	**74.4**
Southwest Region	**19,597**	**54.1**	**62.8**	**188**	**45.7**	**461**	**60.5**	**6,021**	**40.4**	**419**	**47.5**	**64**	**56.3**	**12,434**	**74.5**
Anson	317	50.6	44.5	1	*	2	*	201	38.3	0	*	0	*	113	56.6
Cabarrus	1,372	56.2	73.3	5	80.0	11	90.9	169	44.4	18	66.7	5	60.0	1,163	77.6
Kannapolis City	303	53.4	60.1	1	*	3	*	99	38.4	6	33.3	2	*	192	72.4
Cleveland	585	54.6	65.6	0	*	1	*	114	47.4	3	*	0	*	467	70.4
Kings Mountain City	299	53.0	59.5	1	*	9	66.7	73	39.7	1	*	3	*	211	66.8
Shelby City	182	55.6	66.5	0	*	3	*	83	43.4	0	*	0	*	96	86.5
Gaston	2,370	53.3	59.2	6	66.7	34	58.8	476	38.9	29	41.4	5	40.0	1,819	64.8
Hoke	475	52.4	54.7	68	47.1	4	*	239	46.9	15	66.7	3	*	146	69.2
Lincoln	823	54.8	66.7	3	*	2	*	80	47.5	40	50.0	1	*	697	70.0
Charlotte/Mecklenburg	7,397	53.8	61.1	30	36.7	312	59.3	3,168	38.4	192	47.9	24	58.3	3,664	81.7
Kennedy**	14	41.8	0.0	0	*	0	*	10	0.0	0	*	0	*	4	*
Montgomery	332	51.5	52.7	1	*	18	50.0	90	30.0	31	29.0	2	*	190	66.8
Moore	878	54.7	65.3	13	53.8	2	*	222	43.2	17	41.2	4	*	620	74.0
Richmond	585	53.0	60.3	11	45.5	4	*	241	48.1	16	31.3	4	*	309	72.5
Rowan-Salisbury	936	54.6	66.9	2	*	16	56.3	154	48.7	16	68.8	4	*	744	70.7
Scotland	553	52.5	55.0	34	35.3	4	*	248	44.8	1	*	0	*	266	67.3
Stanly	730	55.7	69.6	7	85.7	27	63.0	90	45.6	10	50.0	3	*	593	73.9
Union	1,446	56.0	71.0	5	40.0	9	88.9	264	40.2	24	54.2	4	*	1,140	78.6

Notes: * Data are not reported where number tested is fewer than five.
The ethnic categories may not sum to the "Total Number Tested" because students may not have indicated an ethnic category.
** Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the Appendix.
Data received from LEAs after October 15, 1999 are not included in this table.

Table 54d. 1998-99 End-of-Course Multiple-Choice Test Results for LEAs
English I
Northeast Region

	Total			American Indian		Asian		Black		Hispanic		Multi-Racial		White	
	Number Tested	Mean Scale Score	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV
State	**89,679**	**54.5**	**64.6**	**1,394**	**46.6**	**1,564**	**66.0**	**26,141**	**44.5**	**1,880**	**50.5**	**584**	**70.4**	**58,046**	**74.4**
Northeast Region	**6,690**	**52.7**	**54.9**	**32**	**31.3**	**31**	**80.6**	**3,503**	**38.7**	**50**	**56.0**	**23**	**69.6**	**3,051**	**73.5**
Beaufort	533	52.6	54.0	0	*	4	*	224	34.4	8	0.0	2	*	295	70.5
Bertie	307	48.7	33.2	0	*	1	*	254	27.2	0	*	0	*	52	61.5
Camden	104	52.9	59.6	0	*	0	*	27	29.6	0	*	0	*	77	70.1
Edenton/Chowan	238	52.2	55.9	0	*	1	*	108	38.9	6	33.3	0	*	123	71.5
Currituck	269	53.9	62.1	1	*	0	*	30	40.0	0	*	2	*	236	64.8
Dare	364	56.5	78.8	0	*	0	*	16	50.0	5	80.0	1	*	342	80.1
Edgecombe	527	53.5	62.0	0	*	1	*	320	54.7	7	71.4	0	*	199	73.9
Gates	148	53.6	60.8	0	*	0	*	72	50.0	0	*	1	*	75	70.7
Halifax	492	47.3	28.9	27	29.6	0	*	446	28.9	1	*	1	*	17	23.5
Roanoke Rapids City	210	56.3	73.3	0	*	3	*	34	52.9	3	*	1	*	169	76.9
Weldon City	107	46.9	26.2	0	*	0	*	99	26.3	1	*	0	*	7	28.6
Hertford	369	49.2	37.1	1	*	0	*	299	33.4	0	*	4	*	65	52.3
Hyde	59	52.2	55.9	0	*	0	*	30	40.0	0	*	0	*	29	72.4
Martin	416	53.5	61.5	0	*	2	*	226	50.9	1	*	0	*	187	73.8
Northampton	292	52.4	54.1	0	*	0	*	228	47.8	0	*	1	*	63	76.2
Elizabeth City/Pasquotank	461	51.5	49.2	1	*	4	*	248	33.9	3	*	2	*	203	66.0
Perquimans	165	54.0	61.8	0	*	0	*	62	41.9	2	*	1	*	100	73.0
Pitt	1,358	55.4	65.5	2	*	14	85.7	595	45.4	10	50.0	5	40.0	732	81.7
Right Step**	19	41.0	0.0	0	*	0	*	19	0.0	0	*	0	*	0	*
Tyrrell	55	51.0	38.2	0	*	1	*	30	13.3	1	*	0	*	23	65.2
Washington	197	49.8	37.1	0	*	0	*	136	25.7	2	*	2	*	57	63.2

Notes: * Data are not reported where number tested is fewer than five.
The ethnic categories may not sum to the "Total Number Tested" because students may not have indicated an ethnic category.
** Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the Appendix.
Data received from LEAs after October 15, 1999 are not included in this table.

Table 54e. 1998-99 End-of-Course Multiple-Choice Test Results for LEAs
English I
Southeast Region

	Total			American Indian		Asian		Black		Hispanic		Multi-Racial		White	
	Number Tested	Mean Scale Score	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV
State	**89,679**	**54.5**	**64.6**	**1,394**	**46.6**	**1,564**	**66.0**	**26,141**	**44.5**	**1,880**	**50.5**	**584**	**70.4**	**58,046**	**74.4**
Southeast Region	**17,411**	**53.9**	**62.8**	**955**	**44.1**	**186**	**75.3**	**6,220**	**49.0**	**496**	**60.7**	**157**	**77.7**	**9,389**	**73.5**
Bladen	428	51.8	54.0	1	*	0	*	231	46.3	1	*	0	*	195	63.1
Brunswick	764	52.7	57.1	1	*	0	*	218	36.7	12	58.3	3	*	529	65.4
Carteret	741	54.8	67.3	3	*	6	66.7	78	43.6	4	*	7	100.0	643	70.1
Maritime Studies**	7	46.6	28.6	0	*	0	*	0	*	0	*	0	*	7	28.6
Columbus	533	52.7	56.1	27	51.9	1	*	212	41.5	2	*	0	*	290	67.2
Whiteville City	172	55.8	75.0	1	*	2	*	68	61.8	0	*	0	*	101	83.2
Craven	1,133	55.3	68.8	5	80.0	13	84.6	353	51.8	26	65.4	9	55.6	727	76.9
Cumberland	3,807	53.9	64.1	82	47.6	84	78.6	1,717	53.1	204	62.3	40	82.5	1,680	75.2
Duplin	675	53.6	59.4	0	*	1	*	250	46.4	51	41.2	1	*	372	70.7
Greene	194	52.0	50.5	0	*	0	*	110	34.5	5	60.0	0	*	79	72.2
Jones	95	50.3	45.3	0	*	0	*	61	39.3	1	*	0	*	33	54.5
Lenoir	845	54.0	64.4	0	*	5	40.0	448	55.6	22	54.5	7	57.1	362	76.2
New Hanover	1,704	56.6	72.8	7	85.7	13	76.9	443	48.1	15	80.0	4	*	1,222	81.6
Onslow	1,747	54.7	67.4	25	44.0	39	71.8	391	54.5	64	68.8	57	78.9	1,171	71.4
Pamlico	163	55.2	69.9	2	*	1	*	49	46.9	1	*	2	*	108	79.6
Pender	485	55.9	71.1	1	*	1	*	163	57.1	11	63.6	0	*	309	79.0
Robeson	1,806	50.4	46.7	782	42.5	5	60.0	576	39.2	13	61.5	8	75.0	419	63.7
Sampson	468	53.6	62.2	4	*	0	*	142	49.3	24	45.8	1	*	297	69.4
Clinton City	195	53.5	60.0	10	50.0	0	*	87	40.2	5	60.0	4	*	88	78.4
Wayne	1,448	54.0	62.5	4	*	15	73.3	622	48.9	35	62.9	14	78.6	757	73.3
Change for Youth**	1	*	*	0	*	0	*	1	*	0	*	0	*	0	*

Notes: * Data are not reported where number tested is fewer than five.
The ethnic categories may not sum to the "Total Number Tested" because students may not have indicated an ethnic category.
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Data received from LEAs after October 15, 1999 are not included in this table.

Table 54f . 1998-99 End-of-Course Multiple-Choice Test Results for LEAs
English I
Central Region

	Total			American Indian		Asian		Black		Hispanic		Multi-Racial		White	
	Number Tested	Mean Scale Score	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV
State	**89,679**	**54.5**	**64.6**	**1,394**	**46.6**	**1,564**	**66.0**	**26,141**	**44.5**	**1,880**	**50.5**	**584**	**70.4**	**58,046**	**74.4**
Central Region	**25,594**	**55.2**	**67.2**	**93**	**59.1**	**522**	**73.4**	**7,989**	**46.1**	**593**	**44.7**	**235**	**75.7**	**16,116**	**78.3**
Alamance-Burlington	1,523	54.1	63.1	2	*	12	100.0	384	45.8	45	20.0	14	85.7	1,066	70.4
Lakeside**	14	42.3	0.0	0	*	0	*	8	0.0	0	*	1	*	5	0.0
River Mill**	16	45.6	25.0	0	*	0	*	0	*	0	*	2	*	14	21.4
Caswell	272	55.4	64.7	2	*	0	*	113	33.1	1	*	0	*	156	73.1
Chatham	423	54.2	62.9	0	*	2	*	115	42.6	20	50.0	2	*	284	72.5
Woods**	13	51.2	61.5	0	*	0	*	0	*	2	*	2	*	9	77.8
Durham	1,925	54.4	63.7	7	28.6	46	65.2	972	47.5	29	41.4	39	74.4	830	83.3
Kestrel Heights**	17	49.6	41.2	0	*	0	*	6	0.0	1	*	1	*	8	75.0
Franklin	515	52.5	56.3	3	*	1	*	223	39.0	8	62.5	2	*	278	69.4
Granville	515	53.1	58.3	1	*	1	*	208	41.3	8	25.0	4	*	292	71.6
Guilford	4,233	54.9	65.7	17	41.2	142	58.5	1,507	44.5	57	57.9	39	74.4	2,470	79.2
Harnett	1,133	54.4	62.0	11	45.5	3	*	318	46.2	49	42.9	15	86.7	737	69.9
Johnston	1,279	55.9	74.2	6	83.3	10	90.0	244	56.1	57	45.6	6	100.0	956	80.1
Lee	625	54.9	68.5	3	*	3	*	174	49.4	40	47.5	5	80.0	400	78.8
Nash-Rocky Mount	1,236	53.6	60.4	7	57.1	12	66.7	608	47.4	25	52.0	6	83.3	578	74.0
Orange	426	55.6	68.1	0	*	1	*	104	39.4	4	*	7	71.4	310	77.7
Chapel Hill-Carrboro City	658	61.6	89.1	2	*	43	97.7	92	54.3	16	81.3	9	88.9	496	95.0
New Century**	19	59.4	68.4	0	*	0	*	1	*	1	*	2	*	14	64.3
Person	423	55.7	70.4	2	*	1	*	134	54.5	3	*	0	*	283	78.1
Randolph	1,150	54.2	63.3	9	44.4	6	100.0	60	38.3	22	27.3	2	*	1,051	65.4
Asheboro City	279	54.7	62.7	0	*	8	62.5	45	44.4	25	20.0	1	*	199	72.4
Rockingham	957	54.8	67.6	1	*	5	60.0	239	47.3	7	57.1	3	*	702	74.8
Vance	491	52.4	54.6	1	*	3	*	278	39.6	13	38.5	5	100.0	191	75.9
Wake	6,454	56.7	74.1	11	81.8	220	77.7	1,598	47.5	147	48.3	66	77.3	4,377	84.7
J.H. Baker Jr. High**	2	*	*	0	*	0	*	2	*	0	*	0	*	0	*
Warren	228	51.4	49.6	8	62.5	1	*	173	43.9	0	*	0	*	42	64.3
Wilson	768	53.6	59.9	0	*	2	*	383	44.1	13	46.2	2	*	368	76.4

Notes: * Data are not reported where number tested is fewer than five.
The ethnic categories may not sum to the "Total Number Tested" because students may not have indicated an ethnic category.
** Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the Appendix.
Data received from LEAs after October 15, 1999 are not included in this table.

Table 55a. 1998-99 End-of-Course Multiple-Choice Test Results for LEAs
Geometry
Western Region

	Total			American Indian		Asian		Black		Hispanic		Multi-Racial		White	
	Number Tested	Mean Scale Score	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV
State	**60,764**	**58.4**	**58.4**	**696**	**31.2**	**1,303**	**67.2**	**15,209**	**30.3**	**1,003**	**50.0**	**339**	**64.0**	**42,131**	**69.0**
Western Region	**4,610**	**60.6**	**68.3**	**41**	**39.0**	**34**	**76.5**	**270**	**31.1**	**46**	**54.3**	**23**	**56.5**	**4,194**	**71.1**
Buncombe	1,289	61.2	70.8	2	*	12	83.3	45	37.8	16	62.5	9	44.4	1,204	72.1
Asheville City	284	59.4	55.3	0	*	4	*	88	19.3	11	36.4	2	*	179	72.6
Cherokee	188	60.5	69.7	6	50.0	0	*	5	40.0	1	*	0	*	176	71.6
Clay	77	60.8	71.4	0	*	0	*	0	*	0	*	0	*	77	71.4
Graham	57	59.6	68.4	5	40.0	0	*	0	*	0	*	1	*	50	70.0
Haywood	305	62.7	75.7	2	*	2	*	3	*	5	60.0	0	*	293	76.1
Henderson	590	61.7	73.1	0	*	10	60.0	23	52.2	8	50.0	3	*	546	74.7
Jackson	195	57.9	54.9	9	22.2	0	*	4	*	1	*	3	*	178	56.7
Macon	198	58.9	63.6	1	*	0	*	1	*	1	*	0	*	195	64.1
Madison	96	59.3	58.3	0	*	0	*	0	*	0	*	0	*	96	58.3
McDowell	289	60.5	67.1	1	*	4	*	13	46.2	0	*	1	*	270	68.1
Mitchell	121	59.6	66.1	0	*	0	*	1	*	0	*	0	*	120	66.7
Polk	118	58.5	61.0	1	*	0	*	11	27.3	1	*	1	*	104	63.5
Rutherford	384	58.5	63.0	0	*	1	*	61	29.5	0	*	0	*	322	69.3
Swain	83	59.1	67.5	13	30.8	0	*	0	*	0	*	2	*	68	76.5
Transylvania	231	62.8	78.8	1	*	1	*	15	33.3	1	*	1	*	212	82.1
Yancey	105	62.3	73.3	0	*	0	*	0	*	1	*	0	*	104	73.1

Notes: * Data are not reported where number tested is fewer than five.
The ethnic categories may not sum to the "Total Number Tested" because students may not have indicated an ethnic category.
** Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the Appendix.
Data received from LEAs after October 15, 1999 are not included in this table.

Table 55b. 1998-99 End-of-Course Multiple-Choice Test Results for LEAs
Geometry
Northwest Region

	Total			American Indian		Asian		Black		Hispanic		Multi-Racial		White	
	Number Tested	Mean Scale Score	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV
State	60,764	58.4	58.4	696	31.2	1,303	67.2	15,209	30.3	1,003	50.0	339	64.0	42,131	69.0
Northwest Region	8,463	59.9	64.7	11	45.5	199	59.8	1,038	33.4	105	50.5	31	54.8	7,076	69.7
Alexander	248	59.2	59.7	1	•	4	•	15	13.3	2	•	0	•	226	63.7
Alleghany	88	57.8	61.4	0	•	0	•	0	•	1	•	0	•	86	61.6
Ashe	158	58.6	65.8	0	•	0	•	2	•	0	•	0	•	156	66.0
Avery	167	57.7	58.1	0	•	0	•	1	•	1	•	2	•	163	58.9
Burke	600	60.0	65.8	0	•	62	59.7	41	29.3	8	62.5	3	•	486	69.8
Caldwell	500	58.4	58.2	1	•	5	80.0	36	25.0	2	•	3	•	453	60.7
Catawba	893	61.9	69.2	1	•	41	39.0	57	52.6	15	53.3	2	•	776	72.2
Hickory City	104	62.6	73.1	0	•	8	50.0	14	21.4	1	•	1	•	80	83.8
Newton Conover City	92	64.8	78.3	0	•	3	•	11	54.5	3	•	0	•	75	80.0
Davidson	511	59.4	63.2	3	•	1	•	11	27.3	2	•	0	•	494	63.8
Lexington City	103	55.3	43.7	0	•	13	23.1	38	15.8	2	•	3	•	47	70.2
Thomasville City	92	57.7	55.4	0	•	0	•	44	36.4	5	60.0	0	•	42	76.2
Davie	291	58.1	56.4	1	•	3	•	19	21.1	1	•	0	•	267	59.6
Winston-Salem/Forsyth	1,947	59.9	63.4	2	•	25	88.0	534	31.5	27	59.3	12	50.0	1,347	75.8
Lift••	6	40.3	0.0	0	•	0	•	6	0.0	0	•	0	•	0	•
Iredell-Statesville	692	60.5	67.9	0	•	15	73.3	119	44.5	9	44.4	3	•	546	73.4
Mooresville City	151	63.3	79.5	1	•	6	83.3	13	46.2	0	•	0	•	131	83.2
Stokes	214	58.1	59.3	0	•	1	•	12	33.3	0	•	0	•	201	60.7
Surry	358	61.1	72.3	0	•	0	•	16	50.0	5	60.0	1	•	336	73.8
Elkin City	76	60.7	61.8	0	•	0	•	0	•	1	•	0	•	75	62.7
Mount Airy City	81	62.5	80.2	0	•	3	•	5	60.0	1	•	0	•	72	84.7
Watauga	290	64.0	85.5	1	•	5	100.0	4	•	1	•	0	•	279	86.0
Wilkes	448	59.8	64.7	0	•	3	•	23	21.7	6	50.0	1	•	415	67.2
Yadkin	353	56.4	50.1	0	•	1	•	17	35.3	12	8.3	0	•	323	52.3

Notes: * Data are not reported where number tested is fewer than five.
The ethnic categories may not sum to the "Total Number Tested" because students may not have indicated an ethnic category.
•• Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the Appendix.
Data received from LEAs after October 15, 1999 are not included in this table.

Table 55c. 1998-99 End-of-Course Multiple-Choice Test Results for LEAs
Geometry
Southwest Region

	Total			American Indian		Asian		Black		Hispanic		Multi-Racial		White	
	Number Tested	Mean Scale Score	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV
State	**60,764**	**58.4**	**58.4**	**696**	**31.2**	**1,303**	**67.2**	**15,209**	**30.3**	**1,003**	**50.0**	**339**	**64.0**	**42,131**	**69.0**
Southwest Region	**13,682**	**57.6**	**54.9**	**87**	**36.8**	**419**	**58.0**	**3,440**	**26.7**	**232**	**41.4**	**41**	**53.7**	**9,458**	**65.6**
Anson	172	54.1	37.8	0	*	3	*	82	25.6	0	*	0	*	87	47.1
Cabarrus	906	61.3	72.0	3	*	8	75.0	71	40.8	14	57.1	4	*	806	74.8
Kannapolis City	211	57.8	56.9	0	*	6	16.7	50	42.0	7	42.9	2	*	146	64.4
Cleveland	440	58.2	55.5	0	*	2	*	90	30.0	5	20.0	2	*	341	62.2
Kings Mountain City	226	55.1	41.8	1	*	6	83.3	50	14.0	0	*	0	*	169	51.5
Shelby City	151	60.0	63.6	0	*	2	*	60	43.3	0	*	0	*	89	76.4
Gaston	1,492	56.7	50.6	4	*	34	58.8	252	23.4	13	46.2	4	*	1,185	56.2
Hoke	337	52.2	33.8	33	24.2	2	*	169	21.9	5	40.0	3	*	125	52.8
Lincoln	539	58.0	58.8	1	*	3	*	44	27.3	23	60.9	0	*	468	61.8
Charlotte/Mecklenburg	5,596	57.2	53.0	15	53.3	296	55.4	1,849	25.4	117	40.2	17	47.1	3,298	68.8
Lake Norman**	2	*	*	0	*	0	*	0	*	0	*	0	*	2	*
Montgomery	221	53.4	35.3	0	*	9	66.7	64	14.1	15	13.3	0	*	133	45.9
Moore	549	58.2	58.5	5	40.0	5	80.0	95	36.8	8	37.5	3	*	433	63.7
Richmond	394	53.2	37.6	6	0.0	6	83.3	160	18.1	2	*	0	*	220	51.4
Rowan-Salisbury	580	58.7	61.9	0	*	10	60.0	61	24.6	7	42.9	2	*	500	66.8
Scotland	234	[illegible]	64.5	16	56.3	2	*	89	49.4	0	*	0	*	127	75.6
Laurinburg**	14	41.1	0.0	0	*	0	*	14	0.0	0	*	0	*	0	*
Stanly	535	58.7	62.1	0	*	19	47.4	88	34.1	6	16.7	1	*	421	69.1
Union	1,083	59.7	64.5	3	*	6	100.0	152	31.6	10	50.0	3	*	908	70.0

Notes: * Data are not reported where number tested is fewer than five.
The ethnic categories may not sum to the "Total Number Tested" because students may not have indicated an ethnic category.
** Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the Appendix.
Data received from LEAs after October 15, 1999 are not included in this table.

Table 55d. 1998-99 End-of-Course Multiple-Choice Test Results for LEAs
Geometry
Northeast Region

	Total			American Indian		Asian		Black		Hispanic		Multi-Racial		White	
	Number Tested	Mean Scale Score	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV
State	**60,764**	**58.4**	**58.4**	**696**	**31.2**	**1,303**	**67.2**	**15,209**	**30.3**	**1,003**	**50.0**	**339**	**64.0**	**42,131**	**69.0**
Northeast Region	**4,436**	**55.8**	**47.9**	**19**	**26.3**	**29**	**89.7**	**2,104**	**23.8**	**26**	**69.2**	**13**	**92.3**	**2,244**	**69.6**
Beaufort	336	58.1	58.9	0	*	0	*	127	34.6	1	*	0	*	208	74.0
Bertie	293	49.8	21.2	0	*	1	*	252	15.5	0	*	0	*	39	56.4
Camden	62	58.3	61.3	0	*	1	*	12	50.0	0	*	0	*	49	63.3
Edenton/Chowan	117	61.5	77.8	0	*	0	*	49	61.2	0	*	2	*	66	89.4
Currituck	149	64.0	82.6	1	*	0	*	12	58.3	5	100.0	1	*	130	83.8
Dare	293	62.9	79.2	1	*	0	*	8	12.5	3	*	1	*	280	80.7
Edgecombe	283	55.5	45.9	0	*	0	*	160	31.3	5	60.0	1	*	117	65.0
Gates	106	56.6	50.0	0	*	0	*	48	37.5	0	*	0	*	58	60.3
Halifax	293	45.5	5.8	14	7.1	0	*	271	5.9	3	*	0	*	5	0.0
Roanoke Rapids City	162	60.9	70.4	2	*	5	80.0	29	48.3	1	*	0	*	125	75.2
Weldon City	65	45.3	6.2	0	*	0	*	62	6.5	0	*	0	*	3	*
Hertford	229	47.8	14.4	0	*	0	*	169	9.5	0	*	1	*	59	27.1
Hyde	41	53.8	46.3	0	*	0	*	14	21.4	0	*	0	*	27	59.3
Martin	277	55.5	44.8	0	*	2	*	122	23.0	2	*	0	*	151	61.6
Northampton	262	52.5	29.0	0	*	0	*	204	22.1	0	*	1	*	57	52.6
Elizabeth City/Pasquotank	313	53.9	38.3	0	*	3	*	153	23.5	2	*	1	*	154	51.3
Perquimans	112	57.9	63.4	0	*	0	*	37	32.4	1	*	1	*	73	78.1
Pitt	882	59.6	63.9	1	*	17	94.1	277	39.7	3	*	3	*	581	74.5
Right Step**	2	*	*	0	*	0	*	2	*	0	*	0	*	0	*
Tyrrell	21	62.0	81.0	0	*	0	*	8	75.0	0	*	0	*	13	84.6
Washington	138	51.4	26.8	0	*	0	*	88	18.2	0	*	1	*	49	40.8

Notes: * Data are not reported where number tested is fewer than five.
The ethnic categories may not sum to the "Total Number Tested" because students may not have indicated an ethnic category.
** Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the Appendix.
Data received from LEAs after October 15, 1999 are not included in this table.

Table 55e. 1998-99 End-of-Course Multiple-Choice Test Results for LEAs
Geometry
Southeast Region

	Total			American Indian		Asian		Black		Hispanic		Multi-Racial		White	
	Number Tested	Mean Scale Score	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV
State	**60,764**	**58.4**	**58.4**	**696**	**31.2**	**1,303**	**67.2**	**15,209**	**30.3**	**1,003**	**50.0**	**339**	**64.0**	**42,131**	**69.0**
Southeast Region	**11,633**	**56.6**	**51.3**	**476**	**26.7**	**142**	**65.5**	**3,801**	**30.7**	**312**	**48.7**	**101**	**67.3**	**6,780**	**64.1**
Bladen	301	52.9	35.9	4	*	1	*	133	22.6	0	*	0	*	163	46.6
Brunswick	455	56.1	48.6	1	*	1	*	118	26.3	6	83.3	1	*	328	56.1
Carteret	462	59.9	65.8	1	*	1	*	37	40.5	8	50.0	1	*	403	68.5
Maritime Studies**	7	60.7	71.4	0	*	0	*	2	*	0	*	0	*	5	60.0
Columbus	312	53.0	34.9	27	33.3	0	*	127	15.7	1	*	0	*	157	50.3
Whiteville City	180	54.0	36.7	2	*	2	*	73	16.4	0	*	0	*	103	49.5
Craven	710	57.5	55.6	0	*	8	37.5	196	29.1	25	56.0	1	*	480	66.7
Cumberland	2,679	54.9	43.8	43	41.9	59	62.7	1,117	29.7	148	40.5	27	44.4	1,280	55.7
Duplin	354	56.0	48.3	0	*	0	*	133	27.1	11	27.3	1	*	209	62.7
Greene	189	56.0	47.6	0	*	0	*	104	33.7	5	40.0	0	*	80	66.3
Jones	106	51.0	21.7	0	*	0	*	65	13.8	0	*	0	*	41	34.1
Lenoir	519	60.5	70.3	3	*	4	*	208	58.2	6	50.0	1	*	297	79.1
New Hanover	1,341	60.5	66.6	8	62.5	12	66.7	278	29.9	7	57.1	5	100.0	1,031	76.4
Onslow	1,186	59.4	65.9	4	*	33	66.7	247	46.6	43	62.8	42	88.1	816	70.7
Pamlico	119	62.2	76.5	1	*	1	*	39	56.4	1	*	1	*	76	85.5
Pender	249	58.5	62.2	0	*	2	*	68	35.3	6	66.7	0	*	173	72.8
Robeson	963	52.3	28.3	369	22.2	6	50.0	280	19.3	11	27.3	3	*	293	44.7
Sampson	341	56.6	53.4	5	20.0	0	*	108	31.5	11	54.5	3	*	214	65.0
Clinton City	144	56.3	53.5	7	42.9	0	*	61	29.5	4	*	3	*	66	78.8
Wayne	1,016	55.9	47.4	1	*	12	75.0	407	29.0	19	68.4	12	58.3	565	59.1

Notes: * Data are not reported where number tested is fewer than five.
The ethnic categories may not sum to the "Total Number Tested" because students may not have indicated an ethnic category.
** Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the Appendix.
Data received from LEAs after October 15, 1999 are not included in this table.

Table 55f. 1998-99 End-of-Course Multiple-Choice Test Results for LEAs
Geometry
Central Region

	Total			American Indian		Asian		Black		Hispanic		Multi-Racial		White	
	Number Tested	Mean Scale Score	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV
State	**60,764**	**58.4**	**58.4**	**696**	**51.2**	**1,301**	**67.2**	**15,209**	**30.3**	**1,003**	**50.0**	**339**	**64.0**	**42,131**	**69.0**
Central Region	**17,940**	**59.6**	**62.9**	**62**	**51.6**	**480**	**76.7**	**4,556**	**34.7**	**282**	**55.7**	**130**	**65.4**	**12,379**	**72.9**
Alamance-Burlington	984	56.9	52.8	2	*	19	36.8	218	25.2	16	25.0	6	33.3	723	62.5
River Mill**	9	47.0	11.1	0	*	0	*	0	*	0	*	0	*	9	11.1
Caswell	162	55.5	45.7	0	*	0	*	67	26.9	0	*	0	*	95	58.9
Chatham	348	57.7	55.5	1	*	1	*	89	32.6	3	*	3	*	251	64.5
Durham	1,474	57.8	56.9	3	*	41	75.6	624	33.7	22	54.5	22	68.2	762	74.7
Kestrel Heights**	4	*	*	0	*	0	*	1	*	0	*	0	*	3	*
Franklin	301	57.5	54.8	1	*	1	*	103	37.9	3	*	2	*	191	64.4
Granville	276	58.9	64.9	0	*	0	*	84	52.4	0	*	0	*	192	70.3
Guilford	3,059	59.2	59.7	9	55.6	124	61.3	931	32.5	33	57.6	24	70.8	1,936	72.5
Harnett	632	57.9	57.8	4	*	4	*	147	35.4	11	45.5	10	70.0	456	64.7
Johnston	879	58.5	61.5	4	*	10	90.0	165	35.2	24	54.2	4	*	672	67.9
Lee	424	58.2	56.8	3	*	4	*	102	30.4	26	34.6	3	*	286	68.5
Nash-Rocky Mount	829	58.0	57.5	2	*	12	66.7	344	37.2	12	41.7	1	*	458	72.9
Orange	294	62.5	76.9	0	*	0	*	44	40.9	3	*	4	*	243	84.0
Chapel Hill-Carrboro City	584	67.1	90.2	1	*	43	95.3	49	53.1	10	80.0	5	100.0	476	93.7
New Century**	19	62.6	73.7	0	*	0	*	1	*	2	*	1	[illegible]	10	80.0
Person	299	57.5	57.5	0	*	0	*	95	32.6	2	*	0	[illegible]	202	68.8
Randolph	618	58.6	62.1	1	*	5	60.0	22	18.2	8	62.5	3	*	579	63.7
Asheboro City	195	61.4	73.0	0	*	4	*	31	58.1	14	78.6	0	*	147	74.8
Rockingham	703	57.1	52.9	2	*	6	66.7	144	29.9	10	60.0	1	*	540	59.1
Vance	362	51.4	27.6	1	*	4	*	199	10.6	4	*	1	*	153	48.4
Wake	4,842	62.5	74.0	16	56.3	197	87.3	821	43.7	71	70.4	39	66.7	3,654	80.6
Magellan**	8	82.6	100.0	0	*	1	*	0	*	0	*	0	*	7	100.0
Warren	103	56.3	56.3	12	58.3	0	*	68	50.0	0	*	1	*	22	77.3
Wilson	531	56.7	50.3	0	*	4	*	207	50.0	8	37.5	0	*	312	64.1

Notes: * Data are not reported where number tested is fewer than five.
The ethnic categories may not sum to the "Total Number Tested" because students may not have indicated an ethnic category.
** Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the Appendix.
Data received from LEAs after October 15, 1999 are not included in this table.

Table 56a. 1998-99 End-of-Course Multiple-Choice Test Results for LEAs
Physical Science
Western Region

	Total			American Indian		Asian		Black		Hispanic		Multi-Racial		White	
	Number Tested	Mean Scale Score	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV
State	**67,397**	**54.5**	**55.7**	**962**	**34.6**	**1,130**	**52.8**	**20,300**	**31.6**	**1,509**	**41.7**	**455**	**61.3**	**42,967**	**68.0**
Western Region	**5,901**	**56.7**	**65.7**	**77**	**49.4**	**44**	**61.4**	**318**	**37.4**	**84**	**46.4**	**34**	**61.8**	**5,342**	**68.0**
Buncombe	1,719	57.3	68.5	5	60.0	15	46.7	102	44.1	18	72.2	11	72.7	1,568	70.2
Asheville City	100	51.1	38.0	0	*	0	*	65	30.8	2	*	0	*	33	54.5
Cherokee	262	61.1	82.1	4	*	0	*	6	83.3	2	*	1	*	249	82.7
Clay	122	58.2	71.3	1	*	0	*	0	*	0	*	0	*	121	71.1
Graham	46	53.7	45.7	5	20.0	0	*	0	*	0	*	0	*	40	47.5
Haywood	619	56.7	63.5	4	*	2	*	11	54.5	12	66.7	3	*	587	63.5
Henderson	877	55.8	62.4	1	*	6	100.0	49	28.6	39	28.2	6	50.0	775	66.2
Jackson	324	56.0	62.3	32	37.5	2	*	2	*	1	*	5	80.0	282	64.5
Macon	304	57.4	69.1	1	*	5	40.0	4	*	1	*	2	*	291	70.4
Madison	154	54.8	57.1	0	*	0	*	1	*	0	*	0	*	153	56.9
McDowell	444	57.3	70.7	0	*	14	57.1	15	60.0	4	*	2	*	409	72.1
Mitchell	161	55.1	63.4	0	*	0	*	0	*	0	*	0	*	161	63.4
Polk	104	54.2	58.7	0	*	0	*	10	30.0	1	*	1	*	92	63.0
Rutherford	312	53.2	49.0	0	*	0	*	47	19.1	1	*	1	*	263	54.0
Swain	125	57.9	76.0	24	70.8	0	*	1	*	0	*	1	*	99	77.8
Transylvania	51	61.8	96.1	0	*	0	*	4	*	1	*	1	*	45	97.8
Yancey	177	58.3	70.1	0	*	0	*	1	*	2	*	0	*	174	70.7

Notes * Data are not reported where number tested is fewer than five
The ethnic categories may not sum to the "Total Number Tested" because students may not have indicated an ethnic category
** Denotes a charter school For reporting purposes the charter school name has been abbreviated The complete charter school name can be found in the Appendix
Data received from LEAs after October 15, 1999 are not included in this table

Table 56b. 1998-99 End-of-Course Multiple-Choice Test Results for LEAs
Physical Science
Northwest Region

	Total			American Indian		Asian		Black		Hispanic		Multi-Racial		White	
	Number Tested	Mean Scale Score	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV
State	**67,397**	**54.5**	**55.7**	**962**	**34.6**	**1,130**	**52.8**	**20,300**	**31.6**	**1,509**	**41.7**	**455**	**61.3**	**42,967**	**68.0**
Northwest Region	**9,789**	**55.7**	**61.5**	**21**	**47.6**	**258**	**47.3**	**1,348**	**33.7**	**186**	**41.4**	**42**	**54.8**	**7,933**	**67.2**
Alexander	422	55.8	61.1	1	*	8	25.0	22	31.8	2	*	0	*	389	63.8
Alleghany	72	48.9	27.8	0	*	0	*	1	*	1	*	0	*	70	27.1
Ashe	89	53.9	58.4	0	*	0	*	1	*	2	*	0	*	86	60.5
Avery	128	58.5	75.8	0	*	0	*	0	*	0	*	0	*	128	75.8
Grandfather Academy**	1	*	*	0	*	0	*	1	*	0	*	0	*	0	*
Burke	939	57.6	69.8	5	40.0	100	52.0	67	59.7	19	57.9	6	83.3	741	74.4
Caldwell	316	57.1	64.2	1	*	1	*	18	27.8	2	*	2	*	292	66.4
Catawba	765	56.8	66.9	0	*	48	39.6	57	47.4	14	42.9	3	*	643	71.2
Hickory City	172	53.3	51.7	1	*	16	56.3	46	19.6	5	20.0	3	*	101	67.3
Newton Conover City	103	58.8	75.7	0	*	7	42.9	7	42.9	4	*	0	*	85	82.4
Davidson	644	54.9	57.6	3	*	4	*	23	39.1	5	60.0	0	*	609	58.6
Lexingto	73	54.2	56.2	0	*	9	66.7	25	24.0	1	*	3	*	35	74.3
Thomasville City	111	53.5	45.0	0	*	2	*	58	27.6	7	57.1	1	*	43	69.8
Davie	434	56.1	62.2	2	*	3	*	43	48.8	8	37.5	2	*	376	64.6
Winston-Salem/Forsyth	1,718	53.7	52.2	2	*	22	40.9	648	32.9	38	36.8	14	42.9	994	65.7
Lift**	1	*	*	0	*	0	*	1	*	0	*	0	*	0	*
Iredell-Statesville	942	54.8	58.7	1	*	24	33.3	193	21.8	15	53.3	4	*	705	70.1
Mooresville City	67	52.4	44.8	0	*	1	*	17	11.8	0	*	0	*	49	55.1
Stokes	479	58.9	73.7	2	*	0	*	23	43.5	8	75.0	2	*	444	75.5
Surry	576	56.0	63.2	1	*	2	*	26	61.5	23	39.1	1	*	523	64.2
Ell n City	74	61.1	78.4	0	*	0	*	5	80.0	2	*	0	*	67	80.6
Mount Airy City	86	55.7	64.0	1	*	5	40.0	14	50.0	2	*	0	*	64	68.8
Watauga	415	59.1	76.9	0	*	3	*	4	*	0	*	0	*	408	77.0
Wilkes	752	55.7	60.9	0	*	2	*	33	45.5	12	16.7	1	*	704	62.2
Yadkin	410	54.4	67.8	1	*	1	*	15	40.0	16	25.0	0	*	377	59.7

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Notes * Data are not reported where number tested is fewer than five.
The ethnic categories may not sum to the "Total Number Tested" because students may not have indicated an ethnic category.
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Data received from LEAs after October 15, 1999 are not included in this table.

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Table 56c. 1998-99 End-of-Course Multiple-Choice Test Results for LEAs
Physical Science
Southwest Region

	Total			American Indian		Asian		Black		Hispanic		Multi-Racial		White	
	Number Tested	Mean Scale Score	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV
State	**67,397**	**54.5**	**55.7**	**962**	**34.6**	**1,130**	**52.8**	**20,300**	**31.6**	**1,509**	**41.7**	**455**	**61.3**	**42,967**	**68.0**
Southwest Region	**14,395**	**54.0**	**53.0**	**93**	**32.3**	**329**	**48.9**	**4,381**	**25.4**	**302**	**35.1**	**41**	**58.5**	**9,246**	**66.9**
Anson	264	49.0	27.7	3	*	1	*	177	20.9	0	*	0	*	83	43.4
Cabarrus	1,214	58.8	74.5	5	80.0	12	91.7	123	48.0	12	75.0	5	80.0	1,057	77.3
Kannapolis City	126	60.7	85.7	0	*	2	*	27	63.0	1	*	2	*	94	92.6
Cleveland	594	53.2	48.0	0	*	1	*	127	24.4	0	*	0	*	466	54.5
Kings Mountain City	13	47.7	30.8	0	*	0	*	10	20.0	0	*	0	*	3	*
Shelby City	192	56.4	62.0	0	*	2	*	80	41.3	0	*	1	*	109	78.9
Gaston	1,715	56.7	66.7	3	*	24	79.2	286	43.4	15	60.0	4	*	1,383	71.4
Hoke	30	48.3	26.7	5	0.0	0	*	16	18.8	0	*	1	*	8	50.0
Lincoln	754	54.4	54.5	1	*	4	*	65	35.4	30	50.0	1	*	653	56.5
Charlotte/Mecklenburg	5,057	51.6	42.1	28	21.4	233	39.9	2,389	19.9	177	28.8	10	50.0	2,218	67.6
Kennedy**	13	39.3	0.0	0	*	0	*	9	0.0	0	*	0	*	4	*
Montgomery	117	49.8	35.0	0	*	3	*	55	21.8	4	*	0	*	55	47.3
Moore	708	51.4	40.5	12	33.3	0	*	207	19.3	21	19.0	5	40.0	463	51.2
Richmond	457	53.9	53.2	10	30.0	3	*	193	34.7	2	*	2	*	247	69.2
Rowan-Salisbury	924	54.1	55.0	2	*	13	61.5	188	21.3	15	46.7	4	*	702	63.8
Scotland	266	54.3	54.1	14	35.7	0	*	132	46.2	0	*	0	*	120	65.0
Laurinburg**	5	37.2	0.0	0	*	0	*	5	0.0	0	*	0	*	0	*
Stanly	678	56.7	66.1	7	57.1	24	66.7	73	41.1	8	25.0	2	*	564	69.9
Union	1,268	55.8	60.6	3	*	7	71.4	219	27.4	17	47.1	4	*	1,017	68.2

Notes: * Data are not reported where number tested is fewer than five.
The ethnic categories may not sum to the "Total Number Tested" because students may not have indicated an ethnic category.
** Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the Appendix.
Data received from LEAs after October 15, 1999 are not included in this table.

Table 56d. 1998-99 End-of-Course Multiple-Choice Test Results for LEAs
Physical Science
Northeast Region

	Total			American Indian		Asian		Black		Hispanic		Multi-Racial		White	
	Number Tested	Mean Scale Score	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV
State	67,397	54.5	55.7	962	34.6	1,130	52.8	20,300	31.6	1,509	41.7	455	61.3	42,967	68.0
Northeast Region	**4,817**	**52.8**	**46.8**	**29**	**24.1**	**20**	**80.0**	**2,573**	**28.6**	**31**	**64.5**	**16**	**75.0**	**2,148**	**68.1**
Beaufort	325	51.7	38.5	0	•	1	•	173	27.7	5	20.0	0	•	146	51.4
Bertie	259	51.9	40.5	0	•	1	•	208	34.1	0	•	0	•	50	66.0
Camden	94	53.4	50.0	0	•	0	•	28	25.0	0	•	0	•	66	60.6
Edenton/Chowan	235	54.4	56.6	0	•	0	•	107	41.1	3	•	2	•	123	69.1
Currituck	34	58.3	70.6	0	•	0	•	9	44.4	0	•	1	•	24	83.3
Dare	330	58.3	74.5	1	•	1	•	16	37.5	4	•	0	•	308	76.6
Gates	139	56.1	65.5	0	•	0	•	71	47.9	0	•	1	•	67	83.6
Halifax	381	45.8	13.1	21	19.0	0	•	344	12.2	1	•	0	•	15	20.0
Roanoke Rapids City	183	53.7	55.2	1	•	2	•	35	37.1	3	•	1	•	141	59.6
Hertford	401	48.8	27.2	4	•	1	•	321	20.2	0	•	4	•	71	54.9
Hyde	51	55.4	54.9	0	•	0	•	25	44.0	0	•	0	•	26	65.4
Martin	298	53.6	53.0	0	•	0	•	174	39.1	2	•	0	•	122	72.1
Northampton	113	48.1	20.4	0	•	0	•	106	17.9	0	•	0	•	7	57.1
Elizabeth City/Pasquotank	405	50.2	34.6	1	•	2	•	211	20.9	4	•	2	•	185	48.1
Perquimans	58	53.6	50.0	0	•	0	•	29	31.0	0	•	0	•	29	69.0
Pitt	1,238	55.9	62.1	1	•	12	83.3	528	41.5	7	57.1	4	•	686	77.7
Right Step**	30	43.9	3.3	0	•	0	•	30	3.3	0	•	0	•	0	•
Tyrrell	59	51.1	33.9	0	•	0	•	33	24.2	1	•	0	•	25	44.0
Washington	184	49.4	29.3	0	•	0	•	125	18.4	1	•	1	•	57	50.9

Notes: * Data are not reported where number tested is fewer than five.
The ethnic categories may not sum to the "Total Number Tested" because students may not have indicated an ethnic category.
** Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the Appendix.
Data received from LEAs after October 15, 1999 are not included in this table.

Table 56e. 1998-99 End-of-Course Multiple-Choice Test Results for LEAs
Physical Science
Southeast Region

	Total			American Indian		Asian		Black		Hispanic		Multi-Racial		White	
	Number Tested	Mean Scale Score	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV
State	**67,397**	**54.5**	**55.7**	**962**	**34.6**	**1,130**	**52.8**	**20,300**	**31.6**	**1,509**	**41.7**	**455**	**61.3**	**42,967**	**68.0**
Southeast Region	**13,724**	**54.1**	**53.4**	**661**	**31.8**	**161**	**56.5**	**5,131**	**36.1**	**428**	**46.5**	**133**	**65.4**	**7,207**	**67.9**
Bladen	386	52.2	43.8	2	*	0	*	197	33.0	2	*	0	*	185	55.1
Brunswick	335	56.8	67.8	0	*	1	*	76	46.1	5	40.0	1	*	252	74.6
Carteret	483	59.1	74.3	1	*	6	83.3	52	42.3	3	*	5	80.0	416	78.1
Maritime Studies**	12	59.2	66.7	0	*	0	*	1	*	0	*	0	*	10	60.0
Columbus	209	53.0	45.5	21	66.7	0	*	100	35.0	0	*	1	*	87	51.7
Whiteville City	202	56.8	62.9	1	*	1	*	81	39.5	1	*	0	*	118	78.0
Craven	1,188	55.4	59.3	2	*	13	61.5	393	39.7	25	52.0	5	60.0	750	69.6
Cumberland	3,103	52.6	45.2	54	38.9	69	56.5	1,471	31.7	182	45.1	33	78.8	1,294	59.4
Duplin	577	54.3	54.2	2	*	1	*	218	40.4	51	31.4	0	*	305	68.2
Greene	156	56.5	67.9	0	*	1	*	85	57.6	7	57.1	0	*	63	82.5
Jones	93	51.4	41.9	0	*	0	*	65	35.4	1	*	0	*	27	59.3
Lenoir	658	55.9	64.9	2	*	5	60.0	306	56.2	16	56.3	2	*	326	73.9
New Hanover	857	55.2	63.2	6	83.3	4	*	249	42.6	5	100.0	2	*	591	71.4
Onslow	1,610	55.9	61.7	20	55.0	42	52.4	404	38.9	54	64.8	53	58.5	1,036	71.1
Pamlico	103	56.1	66.0	0	*	2	*	29	48.3	1	*	2	*	69	73.9
Pender	377	53.8	51.5	0	*	1	*	160	34.4	6	16.7	0	*	210	65.7
Robeson	1,286	50.2	36.3	534	27.5	4	*	393	24.9	8	62.5	11	54.5	336	62.2
Sampson	469	53.7	52.2	3	*	0	*	140	36.4	22	18.2	0	*	304	61.8
Clinton City	187	55.0	56.7	9	44.4	0	*	83	36.1	3	*	5	60.0	87	75.9
Wayne	1,433	53.8	51.6	4	*	11	54.5	628	30.9	36	38.9	13	53.8	741	69.9

Notes: * Data are not reported where number tested is fewer than five.
The ethnic categories may not sum to the "Total Number Tested" because students may not have indicated an ethnic category.
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Data received from LEAs after October 15, 1999 are not included in this table.

Table 56f. 1998-99 End-of-Course Multiple-Choice Test Results for LEAs
Physical Science
Central Region

	Total			American Indian		Asian		Black		Hispanic		Multi-Racial		White	
	Number Tested	Mean Scale Score	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV
State	67,397	54.5	55.7	962	34.6	1,130	52.8	20,300	31.6	1,509	41.7	455	61.3	42,967	68.0
Central Region	18,771	54.5	55.5	81	46.9	318	56.6	6,549	32.7	478	39.5	189	59.3	11,091	69.6
Alamance-Burlington	1,006	51.9	42.9	1	*	6	66.7	339	26.3	30	16.7	8	50.0	622	52.9
Lakeside**	8	42.1	0.0	0	*	0	*	5	0.0	0	*	0	*	3	*
River Mill**	27	49.1	25.9	0	*	0	*	0	*	0	*	2	*	25	28.0
Caswell	281	52.6	43.4	2	*	0	*	125	22.4	0	*	1	*	153	60.1
Chatham	377	54.0	52.0	0	*	2	*	104	28.8	19	31.6	1	*	251	62.9
Durham	1,146	52.7	47.6	7	42.9	24	58.3	690	34.6	24	33.3	17	64.7	383	70.5
Franklin	269	57.4	71.4	1	*	1	*	83	48.2	2	*	2	*	180	81.7
Granville	379	53.4	51.2	0	*	1	*	161	34.8	3	*	1	*	213	63.8
Guilford	3,706	54.8	56.9	12	50.0	147	42.9	1,379	31.0	54	40.7	37	59.5	2,075	75.4
Harnett	1,128	54.1	54.7	12	50.0	2	*	348	28.4	43	53.5	12	58.3	711	67.5
Johnston	1,124	57.8	70.2	4	*	11	81.8	211	46.4	50	52.0	4	*	844	77.0
Lee	586	57.8	70.1	4	*	3	*	147	55.1	34	32.4	5	100.0	393	78.6
Nash-Rocky Mount	1,154	53.0	47.7	5	80.0	9	66.7	608	28.9	19	52.6	6	66.7	506	69.2
Orange	380	54.2	57.4	0	*	1	*	97	25.8	5	60.0	6	33.3	270	69.6
Chapel Hill-Carrboro City	219	58.3	70.8	0	*	3	*	48	31.3	10	20.0	3	*	155	85.8
New Century**	20	58.7	80.0	0	*	0	*	0	*	1	*	2	*	17	76.5
Person	250	55.4	63.2	2	*	0	*	107	51.4	1	*	0	*	140	72.1
Randolph	663	53.3	51.3	4	*	3	*	22	50.0	15	0.0	1	*	618	52.8
Asheboro City	195	50.5	38.8	1	*	6	50.0	31	12.9	27	18.5	1	*	130	48.5
Rockingham	702	54.3	53.4	2	*	4	*	143	33.6	7	42.9	5	0.0	541	59.3
Vance	514	54.1	49.4	1	*	3	*	290	31.7	14	42.9	7	71.4	199	74.4
Wake	3,729	54.9	59.1	13	46.2	85	71.8	1,134	31.9	105	44.8	66	56.1	2,266	73.3
Warren	293	49.0	27.6	10	30.0	0	*	226	22.1	0	*	1	*	56	48.2
Wilson	614	56.0	60.9	0	*	7	42.9	251	47.0	15	53.3	1	*	340	72.1

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Data received from LEAs after October 15, 1999 are not included in this table.

Table 57a. 1998-99 End-of-Course Multiple-Choice Test Results for LEAs
Physics
Western Region

	Total			American Indian		Asian		Black		Hispanic		Multi-Racial		White	
	Number Tested	Mean Scale Score	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV
State	11,221	56.8	72.0	96	36.5	504	77.8	1,564	45.9	138	63.0	64	71.9	8,845	76.8
Western Region	927	56.5	71.2	9	88.9	20	65.0	19	57.9	8	87.5	3	*	868	71.2
Buncombe	309	56.2	72.8	0	*	6	83.3	5	80.0	4	*	1	*	293	72.4
Asheville City	31	60.3	83.9	1	*	0	*	4	*	1	*	0	*	25	88.0
Cherokee	39	60.8	87.2	0	*	2	*	0	*	0	*	0	*	37	86.5
Clay	10	63.4	90.0	1	*	0	*	0	*	0	*	0	*	9	88.9
Graham	3	*	*	1	*	0	*	0	*	0	*	0	*	2	*
Haywood	64	58.6	82.8	0	*	0	*	0	*	0	*	0	*	64	82.8
Henderson	80	61.3	87.5	0	*	0	*	1	*	1	*	1	*	77	87.0
Jackson	19	54.4	63.2	0	*	0	*	0	*	0	*	0	*	19	63.2
Macon	26	59.7	84.6	0	*	0	*	0	*	0	*	0	*	26	84.6
Madison	29	54.8	72.4	0	*	0	*	0	*	1	*	0	*	28	71.4
McDowell	111	51.6	50.5	0	*	8	25.0	5	40.0	0	*	0	*	98	53.1
Mitchell	20	49.6	45.0	0	*	1	*	0	*	0	*	0	*	19	42.1
Polk	44	47.5	27.3	0	*	1	*	1	*	0	*	0	*	42	26.2
Rutherford	59	53.2	59.3	0	*	1	*	2	*	0	*	0	*	56	58.9
Swain	21	56.8	71.4	5	80.0	0	*	0	*	0	*	0	*	16	68.8
Transylvania	39	66.0	94.9	1	*	1	*	1	*	0	*	1	*	35	94.3
Yancey	23	63.1	91.3	0	*	0	*	0	*	1	*	0	*	22	90.9

Notes: * Data are not reported where number tested is fewer than five.
The ethnic categories may not sum to the "Total Number Tested" because students may not have indicated an ethnic category.
** Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the Appendix.
Data received from LEAs after October 15, 1999 are not included in this table.

Table 57h. 1998-99 End-of-Course Multiple-Choice Test Results for LEAs
Physics
Northwest Region

	Total			American Indian		Asian		Black		Hispanic		Multi-Racial		White	
	Number Tested	Mean Scale Score	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV
State	**11,221**	**56.8**	**72.0**	**96**	**36.5**	**504**	**77.8**	**1,564**	**45.9**	**138**	**63.0**	**64**	**71.9**	**8,845**	**76.8**
Northwest Region	**1,329**	**57.0**	**73.7**	**3**	*	**36**	**58.3**	**91**	**56.0**	**10**	**100.0**	**9**	**55.6**	**1,179**	**75.5**
Alexander	58	57.5	84.5	0	*	1	*	5	60.0	0	*	1	*	51	86.3
Alleghany	9	59.7	100.0	0	*	0	*	0	*	1	*	0	*	8	100.0
Ashe	30	56.5	76.7	0	*	0	*	0	*	0	*	0	*	30	76.7
Avery	10	55.6	60.0	0	*	0	*	0	*	0	*	0	*	10	60.0
Burke	91	60.2	83.5	0	*	4	*	3	*	0	*	0	*	84	82.1
Caldwell	49	58.0	73.5	0	*	0	*	5	20.0	0	*	0	*	44	79.5
Catawba	101	58.6	78.2	0	*	6	33.3	2	*	0	*	0	*	93	81.7
Hickory City	16	56.7	81.3	0	*	1	*	0	*	0	*	0	*	15	80.0
Newton Conover City	21	62.7	90.5	0	*	1	*	2	*	0	*	0	*	18	94.4
Davidson	103	52.8	58.3	0	*	0	*	0	*	0	*	1	*	102	57.8
Thomasville City	7	55.0	71.4	0	*	0	*	1	*	0	*	0	*	6	83.3
Davie	19	64.5	100.0	1	*	0	*	1	*	0	*	0	*	17	100.0
Winston-Salem/Forsyth	428	56.6	71.5	0	*	13	69.2	57	54.4	7	100.0	7	42.9	343	74.3
Iredell-Statesville	103	56.0	71.8	0	*	5	20.0	6	50.0	0	*	0	*	92	76.1
Mooresville City	19	55.3	89.5	1	*	1	*	0	*	0	*	0	*	17	94.1
Stokes	56	59.4	80.4	0	*	0	*	5	60.0	0	*	0	*	51	82.4
Surry	21	47.8	33.3	1	*	0	*	1	*	0	*	0	*	19	31.6
Elkin City	14	59.7	78.6	0	*	0	*	0	*	1	*	0	*	13	76.9
Mount Airy City	45	57.4	80.0	0	*	0	*	1	*	0	*	0	*	44	79.5
Watauga	58	55.4	62.1	0	*	3	*	0	*	0	*	0	*	55	61.8
Wilkes	44	61.9	93.2	0	*	0	*	1	*	0	*	0	*	43	93.0
Yadkin	27	52.4	44.4	0	*	1	*	1	*	1	*	0	*	24	45.8

Notes: * Data are not reported where number tested is fewer than five.
The ethnic categories may not sum to the "Total Number Tested" because students may not have indicated an ethnic category.
** Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the Appendix.
Data received from LEAs after October 15, 1999 are not included in this table.

Table 57c. 1998-99 End-of-Course Multiple-Choice Test Results for LEAs
Physics
Southwest Region

	Total			American Indian		Asian		Black		Hispanic		Multi-Racial		White	
	Number Tested	Mean Scale Score	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV
State	**11,221**	**56.8**	**72.0**	**96**	**36.5**	**504**	**77.8**	**1,564**	**45.9**	**138**	**63.0**	**64**	**71.9**	**8,845**	**76.8**
Southwest Region	**2,467**	**56.5**	**71.1**	**9**	**44.4**	**141**	**74.5**	**327**	**45.6**	**30**	**56.7**	**10**	**90.0**	**1,949**	**75.3**
Anson	63	52.9	55.6	1	*	0	*	20	45.0	0	*	0	*	42	59.5
Cabarrus	192	59.8	86.5	0	*	4	*	6	50.0	3	*	1	*	178	88.2
Kannapolis City	49	56.2	69.4	0	*	0	*	1	*	1	*	0	*	47	70.2
Cleveland	27	58.2	74.1	0	*	0	*	1	*	0	*	0	*	26	76.9
Kings Mountain City	90	51.4	45.6	0	*	3	*	16	18.8	0	*	1	*	70	48.6
Shelby City	6	56.2	83.3	0	*	0	*	0	*	0	*	0	*	6	83.3
Gaston	342	53.4	57.3	1	*	11	63.6	35	37.1	4	*	2	*	289	58.8
Hoke	24	50.4	37.5	2	*	0	*	8	25.0	2	*	1	*	11	54.5
Lincoln	93	59.6	83.9	0	*	1	*	6	100.0	0	*	0	*	86	82.6
Charlotte/Mecklenburg	1,083	56.7	72.0	1	*	102	74.5	172	44.8	17	58.8	4	*	787	77.9
Montgomery	20	46.0	35.0	0	*	1	*	6	16.7	0	*	0	*	13	46.2
Moore	52	54.3	73.1	1	*	1	*	15	60.0	1	*	0	*	34	82.4
Richmond	40	62.7	97.5	1	*	2	*	3	*	0	*	0	*	34	97.1
Rowan-Salisbury	87	55.9	71.3	0	*	4	*	8	50.0	1	*	0	*	74	71.6
Scotland	58	54.9	62.1	1	*	0	*	13	53.8	0	*	0	*	44	63.6
Stanly	91	58.3	80.2	0	*	10	70.0	6	83.3	0	*	0	*	75	81.3
Union	150	62.1	89.3	1	*	2	*	11	54.5	1	*	1	*	133	94.0

Notes: * Data are not reported where number tested is fewer than five.
The ethnic categories may not sum to the "Total Number Tested" because students may not have indicated an ethnic category.
** Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the Appendix.
Data received from LEAs after October 15, 1999 are not included in this table.

Table 57d 1998-99 End-of-Course Multiple-Choice Test Results for LEAs
Physics
Northeast Region

	Total			American Indian		Asian		Black		Hispanic		Multi-Racial		White	
	Number Tested	Mean Scale Score	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV
State	11,221	56.8	72.0	96	36.5	504	77.8	1,564	45.9	138	63.0	64	71.9	8,845	76.8
Northeast Region	613	54.1	59.9	2	*	13	100.0	211	38.4	4	*	1	*	382	70.9
Beaufort	51	50.5	43.1	0	*	1	*	8	25.0	2	*	0	*	40	47.5
Bertie	22	49.0	50.0	0	*	0	*	12	16.7	0	*	0	*	10	90.0
Camden	22	56.3	81.8	0	*	1	*	4	*	0	*	0	*	17	82.4
Edenton/Chowan	17	52.8	64.7	0	*	0	*	8	62.5	0	*	0	*	9	66.7
Currituck	13	60.5	92.3	0	*	1	*	1	*	0	*	0	*	11	100.0
Dare	26	57.7	80.8	0	*	0	*	0	*	0	*	0	*	26	80.8
Edgecombe	55	56.5	76.4	0	*	1	*	17	76.5	0	*	0	*	37	75.7
Gates	33	50.4	39.4	0	*	0	*	9	22.2	0	*	0	*	24	45.8
Halifax	35	41.1	8.6	2	*	0	*	32	9.4	0	*	0	*	1	*
Roanoke Rapids City	21	57.8	85.7	0	*	1	*	3	*	0	*	0	*	17	82.4
Weldon City	10	51.0	40.0	0	*	0	*	9	44.4	0	*	0	*	1	*
Hertford	8	46.4	37.5	0	*	0	*	7	28.6	0	*	0	*	1	*
Hyde	3	*	*	0	*	0	*	0	*	0	*	0	*	3	*
Martin	47	50.6	44.7	0	*	0	*	18	38.9	0	*	0	*	29	48.3
Northampton	47	50.9	48.9	0	*	0	*	40	42.5	0	*	0	*	7	85.7
Elizabeth City/Pasquotank	33	59.2	78.8	0	*	1	*	4	*	0	*	1	*	27	77.8
Perquimans	9	49.3	44.4	0	*	0	*	5	20.0	0	*	0	*	4	*
Pitt	128	60.4	77.3	0	*	7	100.0	18	66.7	2	*	0	*	101	78.2
Tyrrell	5	46.0	20.0	0	*	0	*	4	*	0	*	0	*	1	*
Washington	28	52.0	42.9	0	*	0	*	12	16.7	0	*	0	*	16	62.5

Notes * Data are not reported where number tested is fewer than five.
The ethnic categories may not sum to the "Total Number Tested" because students may not have indicated an ethnic category.
** Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the Appendix.
Data received from LEAs after October 15, 1999 are not included in this table.

Table 57e. 1998-99 End-of-Course Multiple-Choice Test Results for LEAs
Physics
Southeast Region

	Total			American Indian		Asian		Black		Hispanic		Multi-Racial		White	
	Number Tested	Mean Scale Score	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV
State	**11,221**	**56.8**	**72.0**	**96**	**36.5**	**504**	**77.8**	**1,564**	**45.9**	**138**	**63.0**	**64**	**71.9**	**8,845**	**76.8**
Southeast Region	**1,699**	**55.2**	**66.7**	**57**	**22.8**	**43**	**67.4**	**339**	**46.0**	**40**	**65.0**	**10**	**70.0**	**1,210**	**74.6**
Bladen	31	55.5	74.2	0	*	0	*	10	60.0	0	*	0	*	21	81.0
Brunswick	98	55.8	70.4	0	*	0	*	14	57.1	4	*	0	*	80	72.5
Carteret	48	59.0	91.7	0	*	0	*	3	*	0	*	0	*	45	91.1
Columbus	34	55.8	79.4	3	*	0	*	5	100.0	0	*	0	*	26	76.9
Whiteville City	42	55.8	76.2	0	*	2	*	5	80.0	0	*	0	*	35	77.1
Craven	133	55.5	64.7	0	*	5	80.0	14	35.7	1	*	0	*	113	67.3
Cumberland	304	53.9	59.2	1	*	20	50.0	95	42.1	17	58.8	4	*	167	68.9
Duplin	58	54.9	67.2	0	*	0	*	17	52.9	1	*	0	*	40	75.0
Greene	31	50.9	41.9	0	*	0	*	17	23.5	1	*	0	*	13	69.2
Jones	1	*	*	0	*	0	*	0	*	0	*	0	*	1	*
Lenoir	62	56.5	75.8	1	*	0	*	19	78.9	0	*	0	*	42	73.8
New Hanover	311	57.2	74.0	0	*	7	100.0	26	42.3	0	*	1	*	277	76.2
Onslow	118	58.6	76.3	1	*	1	*	17	52.9	10	80.0	2	*	87	80.5
Pamlico	9	57.9	66.7	0	*	0	*	2	*	0	*	0	*	7	71.4
Pender	96	56.4	75.0	1	*	2	*	30	56.7	1	*	0	*	62	83.9
Robeson	138	47.8	31.9	49	16.3	1	*	37	13.5	2	*	2	*	47	61.7
Sampson	42	52.3	64.3	0	*	0	*	5	40.0	0	*	0	*	37	67.6
Clinton City	6	54.7	66.7	0	*	0	*	0	*	0	*	0	*	6	66.7
Wayne	137	56.4	73.0	1	*	5	80.0	23	52.2	3	*	1	*	104	78.8

Notes: * Data are not reported where number tested is fewer than five.
The ethnic categories may not sum to the "Total Number Tested" because students may not have indicated an ethnic category.
** Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the Appendix.
Data received from LEAs after October 15, 1999 are not included in this table.

Table 57f. 1998-99 End-of-Course Multiple-Choice Test Results for LEAs
Physics
Central Region

	Total			American Indian		Asian		Black		Hispanic		Multi-Racial		White	
	Number Tested	Mean Scale Score	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV
State	**11,221**	**56.8**	**72.0**	**96**	**36.5**	**504**	**77.8**	**1,564**	**45.9**	**138**	**63.0**	**64**	**71.9**	**8,845**	**76.8**
Central Region	**4,186**	**58.1**	**76.1**	**16**	**56.3**	**251**	**84.1**	**577**	**46.8**	**46**	**56.5**	**31**	**67.7**	**3,257**	**81.1**
Alamance-Burlington	167	55.8	70.1	1	*	6	66.7	12	66.7	2	*	0	*	146	71.2
Caswell	6	53.0	66.7	0	*	0	*	3	*	0	*	0	*	3	*
Chatham	39	58.5	89.7	0	*	0	*	3	*	0	*	1	*	35	91.4
Durham	419	56.5	70.9	3	*	24	62.5	92	47.8	7	57.1	6	50.0	287	80.1
Franklin	67	54.8	70.1	0	*	0	*	20	65.0	2	*	0	*	45	71.1
Granville	42	54.1	59.5	0	*	1	*	16	50.0	0	*	0	*	25	64.0
Guilford	653	57.0	71.8	4	*	40	77.5	115	34.8	6	50.0	4	*	484	80.6
Harnett	70	56.8	70.0	1	*	2	*	6	0.0	1	*	2	*	58	75.9
Johnston	64	57.0	78.1	0	*	2	*	8	75.0	1	*	0	*	53	81.1
Lee	41	62.5	92.7	0	*	3	*	2	*	0	*	0	*	36	97.2
Nash-Rocky Mount	93	54.7	62.4	0	*	2	*	21	47.6	0	*	1	*	69	65.2
Orange	51	55.9	68.6	0	*	0	*	4	*	0	*	2	*	45	71.1
Chapel Hill-Carrboro City	250	62.5	84.8	0	*	24	95.8	21	42.9	4	*	5	60.0	196	88.3
New Century**	3	*	*	0	*	1	*	0	*	0	*	1	*	1	*
Person	40	52.8	57.5	0	*	0	*	5	40.0	0	*	0	*	35	60.0
Randolph	74	55.8	70.3	0	*	3	*	2	*	0	*	0	*	69	69.6
Asheboro City	47	59.8	83.0	0	*	1	*	1	*	0	*	1	*	44	84.1
Rockingham	196	55.0	64.8	0	*	2	*	29	34.5	1	*	1	*	163	69.9
Vance	42	55.4	69.0	0	*	0	*	16	56.3	2	*	0	*	24	79.2
Wake	1,706	59.7	81.9	4	*	136	89.0	157	48.4	19	47.4	7	100.0	1,375	85.4
J.H. Baker Jr. High**	1	*	*	0	*	0	*	0	*	0	*	0	*	1	*
Warren	43	54.6	69.8	3	*	0	*	27	63.0	0	*	0	*	13	92.3
Wilson	72	56.3	69.4	0	*	4	*	17	52.9	1	*	0	*	50	72.0

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Notes: * Data are not reported where number tested is fewer than five.
The ethnic categories may not sum to the "Total Number Tested" because students may not have indicated an ethnic category.
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Data received from LEAs after October 15, 1999 are not included in this table.

Table 58a. 1998-99 End-of-Course Multiple-Choice Test Results for LEAs
U.S. History
Western Region

	Total			American Indian		Asian		Black		Hispanic		Multi-Racial		White	
	Number Tested	Mean Scale Score	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV
State	**70,187**	**56.6**	**51.0**	**882**	**29.5**	**1,432**	**58.7**	**19,530**	**29.4**	**1,184**	**42.2**	**351**	**60.1**	**46,721**	**60.4**
Western Region	**5,819**	**57.8**	**57.0**	**48**	**45.8**	**53**	**58.5**	**385**	**26.2**	**81**	**51.9**	**24**	**62.5**	**5,227**	**59.4**
Buncombe	1,539	58.6	61.1	3	*	16	62.5	73	37.0	23	69.6	11	81.8	1,413	62.1
Asheville City	270	58.2	56.7	1	*	4	*	87	26.4	4	*	1	*	173	71.7
Cherokee	245	59.4	65.7	4	*	3	*	4	*	0	*	1	*	233	67.0
Clay	84	56.7	47.6	1	*	0	*	0	*	0	*	0	*	83	48.2
Graham	86	58.2	57.0	8	50.0	0	*	0	*	1	*	0	*	77	58.4
Haywood	427	57.1	53.9	1	*	2	*	7	42.9	6	16.7	1	*	410	54.6
Henderson	751	58.0	60.6	0	*	11	63.6	42	31.0	19	57.9	6	66.7	673	62.4
Jackson	217	56.3	47.0	9	33.3	4	*	4	*	1	*	1	*	198	47.0
Macon	257	57.8	58.4	0	*	2	*	2	*	4	*	0	*	248	59.3
Madison	149	63.8	86.6	0	*	0	*	0	*	1	*	0	*	148	86.5
McDowell	402	56.4	50.2	0	*	5	40.0	19	21.1	2	*	0	*	376	51.9
Mitchell	145	58.2	62.8	0	*	0	*	0	*	1	*	0	*	144	62.5
Polk	126	54.7	42.9	0	*	2	*	10	10.0	7	14.3	1	*	106	48.1
Rutherford	591	54.9	41.8	0	*	3	*	112	16.1	6	16.7	0	*	470	48.3
Swain	105	58.8	64.8	20	55.0	0	*	1	*	2	*	1	*	81	67.9
Transylvania	280	59.6	65.7	0	*	0	*	23	34.8	2	*	1	*	254	68.5
Yancey	145	56.0	42.8	1	*	1	*	1	*	2	*	0	*	140	42.9

Notes: *Data are not reported where number tested is fewer than five.
The ethnic categories may not sum to the "Total Number Tested" because students may not have indicated an ethnic category.
**Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the Appendix.
Data received from LEAs after October 15, 1999 are not included in this table.

Table 58b. 1998-99 End-of-Course Multiple-Choice Test Results for LEAs
U.S. History
Northwest Region

	Total			American Indian		Asian		Black		Hispanic		Multi-Racial		White	
	Number Tested	Mean Scale Score	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV
State	**70,187**	**56.6**	**51.0**	**882**	**29.5**	**1,432**	**58.7**	**19,530**	**29.4**	**1,184**	**42.2**	**351**	**60.1**	**46,721**	**60.4**
Northwest Region	**10,223**	**56.8**	**52.5**	**15**	**46.7**	**196**	**51.0**	**1,458**	**30.0**	**149**	**35.6**	**38**	**57.9**	**8,364**	**56.8**
Alexander	312	55.1	41.3	0	*	7	42.9	27	18.5	2	*	0	*	276	43.5
Alleghany	99	57.7	57.6	0	*	2	*	2	*	3	*	0	*	92	57.6
Ashe	234	56.5	46.6	0	*	0	*	1	*	1	*	1	*	231	46.8
Avery	150	59.5	71.3	0	*	0	*	0	*	0	*	2	*	148	71.6
Burke	717	57.8	56.6	0	*	62	51.6	55	32.7	12	41.7	1	*	587	59.6
Caldwell	664	55.1	45.2	2	*	3	*	56	21.4	7	28.6	1	*	595	47.7
Catawba	919	56.2	50.5	1	*	35	31.4	58	29.3	16	12.5	0	*	808	53.7
Hickory City	88	56.9	62.5	0	*	7	57.1	19	42.1	5	60.0	0	*	57	70.2
Newton Conover City	157	57.3	56.1	0	*	10	40.0	23	21.7	4	*	0	*	119	63.0
Davidson	577	56.2	49.0	0	*	3	*	12	25.0	2	*	0	*	560	49.5
Lexington City	155	54.4	36.8	1	*	13	15.4	64	17.2	7	14.3	1	*	69	60.9
Thomasville City	82	54.1	32.9	0	*	0	*	45	20.0	0	*	1	*	36	50.0
Davie	320	58.0	59.7	0	*	0	*	34	47.1	4	*	0	*	282	61.3
Winston-Salem/Forsyth	2,302	58.0	57.7	7	57.1	29	89.7	711	35.3	33	51.5	17	70.6	1,505	67.6
Lift**	27	44.3	3.7	0	*	0	*	25	4.0	0	*	0	*	1	*
Iredell-Statesville	881	55.8	46.1	1	*	15	46.7	176	21.0	16	37.5	4	*	669	52.9
Mooresville City	222	58.7	64.0	0	*	3	*	31	25.8	0	*	0	*	188	70.7
Stokes	410	55.1	43.9	2	*	2	*	29	20.7	4	*	3	*	370	45.7
Surry	481	56.6	49.1	1	*	1	*	28	25.0	7	14.3	2	*	442	51.6
Elkin City	83	57.7	56.6	0	*	0	*	7	14.3	4	*	0	*	72	62.5
Mount Airy City	116	57.2	62.1	0	*	2	*	14	64.3	3	*	1	*	96	63.5
Watauga	329	58.1	61.1	0	*	0	*	3	*	1	*	0	*	325	61.5
Wilkes	558	57.1	54.7	0	*	1	*	26	26.9	10	50.0	2	*	519	56.1
Yadkin	340	56.6	52.4	0	*	1	*	12	41.7	8	12.5	2	*	317	53.3

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Table 58c. 1998-99 End-of-Course Multiple-Choice Test Results for LEAs
U.S. History
Southwest Region

	Total			American Indian		Asian		Black		Hispanic		Multi-Racial		White	
	Number Tested	Mean Scale Score	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV
State	**70,187**	**56.6**	**51.0**	**882**	**29.5**	**1,432**	**58.7**	**19,530**	**29.4**	**1,184**	**42.2**	**351**	**60.1**	**46,721**	**60.4**
Southwest Region	**15,326**	**56.5**	**50.9**	**110**	**34.5**	**465**	**54.8**	**4,346**	**27.6**	**234**	**44.0**	**46**	**67.4**	**10,121**	**60.9**
Anson	315	52.5	33.3	1	*	2	*	199	19.6	1	*	0	*	111	55.9
Cabarrus	1,320	56.4	49.3	1	*	17	52.9	142	21.8	18	27.8	6	100.0	1,134	52.7
Kannapolis City	208	55.3	45.7	0	*	7	28.6	62	25.8	5	40.0	3	*	131	56.5
Cleveland	470	58.6	60.4	0	*	1	*	101	42.6	2	*	0	*	366	65.6
Kings Mountain City	255	53.6	35.7	2	*	4	*	75	18.7	1	*	1	*	172	43.6
Shelby City	168	58.1	53.6	0	*	3	*	77	27.3	0	*	0	*	88	76.1
Gaston	1,664	56.6	51.3	2	*	29	48.3	309	30.4	13	53.8	6	66.7	1,305	56.1
Hoke	332	52.8	32.2	40	27.5	6	83.3	205	22.0	5	40.0	4	*	72	56.9
Lincoln	606	56.7	53.5	2	*	4	*	70	32.9	19	47.4	1	*	510	56.5
Charlotte/Mecklenburg	5,682	56.8	53.0	18	61.1	327	57.2	2,116	29.3	123	43.1	14	64.3	3,083	69.2
Montgomery	259	54.9	41.3	0	*	6	66.7	90	20.0	11	45.5	0	*	152	52.6
Moore	656	57.8	57.2	2	*	7	28.6	147	32.0	7	85.7	2	*	491	64.8
Richmond	412	54.9	40.5	10	60.0	3	*	174	27.6	3	*	0	*	222	49.1
Rowan-Salisbury	767	56.5	49.2	0	*	11	45.5	128	27.3	12	50.0	4	*	612	53.6
Scotland	366	54.2	36.3	25	12.0	2	*	165	24.2	1	*	1	*	172	50.0
Stanly	688	57.1	54.5	1	*	24	37.5	102	16.7	4	*	0	*	557	62.1
Union	1,158	57.6	56.0	6	50.0	12	41.7	184	26.6	9	11.1	4	*	943	62.6

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Table 58d. 1998-99 End-of-Course Multiple-Choice Test Results for LEAs
U.S. History
Northeast Region

	Total			American Indian		Asian		Black		Hispanic		Multi-Racial		White	
	Number Tested	Mean Scale Score	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV
State	**70,187**	**56.6**	**51.0**	**882**	**29.5**	**1,432**	**58.7**	**19,530**	**29.4**	**1,184**	**42.2**	**351**	**60.1**	**46,721**	**60.4**
Northeast Region	**5,265**	**54.4**	**39.2**	**26**	**19.2**	**39**	**64.1**	**2,708**	**22.9**	**33**	**36.4**	**8**	**50.0**	**2,449**	**57.2**
Beaufort	467	54.8	41.8	0	*	1	*	193	26.4	3	*	0	*	269	53.2
Bertie	266	49.7	16.9	0	*	0	*	204	9.8	0	*	0	*	61	39.3
Camden	81	55.9	51.9	0	*	3	*	20	35.0	0	*	0	*	58	56.9
Edenton/Chowan	177	54.2	37.9	0	*	1	*	96	26.0	2	*	1	*	77	49.4
Currituck	176	55.0	46.6	1	*	1	*	22	18.2	4	*	0	*	148	50.0
Dare	274	57.6	55.5	0	*	2	*	15	26.7	4	*	1	*	252	58.3
Edgecombe	420	54.9	39.3	0	*	0	*	261	29.5	2	*	0	*	157	54.8
Gates	115	57.2	53.0	0	*	0	*	55	36.4	0	*	0	*	60	68.3
Halifax	343	49.3	15.7	21	9.5	0	*	309	16.2	3	*	1	*	9	11.1
Roanoke Rapids City	196	56.5	51.0	0	*	3	*	28	28.6	3	*	0	*	162	54.9
Weldon City	79	51.2	19.0	0	*	0	*	77	19.5	0	*	0	*	2	*
Hertford	290	50.4	18.3	3	*	1	*	215	12.6	0	*	1	*	70	32.9
Hyde	49	57.3	59.2	0	*	0	*	26	34.6	0	*	0	*	23	87.0
Martin	310	54.7	39.0	0	*	1	*	168	25.6	0	*	0	*	141	54.6
Northampton	188	54.7	43.1	1	*	0	*	152	40.8	0	*	0	*	35	51.4
Elizabeth City/Pasquotank	371	53.4	32.1	0	*	3	*	192	15.1	4	*	2	*	170	51.2
Perquimans	107	55.9	47.7	0	*	0	*	46	26.1	0	*	1	*	60	63.3
Pitt	1,099	56.7	50.0	0	*	22	68.2	460	26.1	7	28.6	1	*	609	67.8
Right Step**	15	43.8	0.0	0	*	0	*	15	0.0	0	*	0	*	0	*
Tyrrell	61	53.8	37.7	0	*	1	*	28	25.0	0	*	0	*	32	50.0
Washington	181	52.5	33.7	0	*	0	*	126	23.0	1	*	0	*	54	59.3

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Table 58e. 1998-99 End-of-Course Multiple-Choice Test Results for LEAs
U.S. History
Southeast Region

	Total			American Indian		Asian **		Black		Hispanic		Multi-Racial		White	
	Number Tested	Mean Scale Score	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV
State	**70,187**	**56.6**	**51.0**	**882**	**29.5**	**1,432**	**58.7**	**19,530**	**29.4**	**1,184**	**42.2**	**351**	**60.1**	**46,721**	**60.4**
Southeast Region	**13,261**	**55.7**	**46.4**	**605**	**25.1**	**173**	**57.2**	**4,779**	**30.6**	**328**	**43.3**	**95**	**56.8**	**7,274**	**58.3**
Bladen	353	54.0	37.1	3	*	0	*	170	24.7	3	*	0	*	177	48.6
Brunswick	540	55.3	45.9	2	*	1	*	167	26.3	5	40.0	1	*	364	55.5
Carteret	511	57.9	56.8	0	*	3	*	60	38.3	8	75.0	3	*	437	59.0
Maritime Studies**	11	54.2	36.4	0	*	0	*	4	*	0	*	0	*	6	33.3
Columbus	441	54.1	37.2	18	33.3	0	*	199	26.1	2	*	1	*	221	47.1
Whiteville City	169	58.8	68.0	4	*	2	*	59	62.7	1	*	1	*	102	73.5
Craven	885	55.1	42.4	0	*	11	36.4	314	23.6	18	50.0	3	*	539	52.9
Cumberland	2,859	56.3	49.2	46	50.0	78	57.7	1,255	34.3	154	42.2	29	62.1	1,296	63.8
Duplin	418	55.3	42.8	1	*	0	*	173	30.6	11	27.3	1	*	232	52.2
Greene	153	54.6	43.8	0	*	0	*	87	35.6	2	*	0	*	64	56.3
Jones	83	54.2	41.0	1	*	0	*	52	32.7	0	*	0	*	30	56.7
Lenoir	639	55.5	42.6	5	40.0	2	*	299	28.8	7	14.3	2	*	323	56.0
New Hanover	1,431	57.2	54.7	5	60.0	23	73.9	325	26.8	11	54.5	9	66.7	1,058	62.8
Onslow	1,375	56.6	50.2	4	*	33	54.5	344	34.0	57	45.6	26	50.0	909	56.4
Pamlico	135	56.9	56.3	1	*	0	*	51	35.3	1	*	1	*	81	67.9
Pender	341	57.8	58.1	1	*	2	*	120	37.5	3	*	1	*	214	69.6
Robeson	1,184	51.8	25.8	499	20.8	7	42.9	374	19.0	9	33.3	5	40.0	290	42.4
Sampson	400	56.7	55.8	4	*	1	*	142	43.0	14	57.1	2	*	237	62.9
Clinton City	176	57.2	50.0	10	20.0	2	*	74	36.5	3	*	4	*	81	65.4
Wayne	1,157	55.1	43.5	1	*	8	62.5	510	28.8	19	26.3	6	50.0	613	55.8

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Table 58f. 1998-99 End-of-Course Multiple-Choice Test Results for LEAs
U.S. History
Central Region

	Total			American Indian		Asian		Black		Hispanic		Multi-Racial		White	
	Number Tested	Mean Scale Score	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV
State	**70,187**	**56.6**	**51.0**	**882**	**29.5**	**1,432**	**58.7**	**19,530**	**29.4**	**1,184**	**42.2**	**351**	**60.1**	**46,721**	**60.4**
Central Region	**20,293**	**57.2**	**54.7**	**78**	**46.2**	**506**	**65.4**	**5,854**	**32.7**	**359**	**41.2**	**140**	**60.7**	**13,286**	**64.3**
Alamance-Burlington	1,160	55.2	44.9	5	60.0	15	40.0	261	29.1	28	42.9	7	57.1	844	49.8
River Mill**	20	54.7	25.0	0	*	0	*	0	*	0	*	1	*	19	26.3
Caswell	218	53.3	33.0	0	*	0	*	103	23.3	1	*	0	*	114	41.2
Chatham	385	56.0	47.5	1	*	1	*	104	22.1	10	20.0	5	60.0	264	58.0
Woods**	14	55.4	57.1	0	*	1	*	1	*	0	*	0	*	12	58.3
Durham	1,458	56.3	49.3	6	66.7	36	63.9	703	29.7	25	40.0	16	62.5	671	68.9
Franklin	498	53.2	34.9	4	*	0	*	214	18.7	1	*	1	*	278	47.8
Granville	464	55.2	44.6	0	*	4	*	174	29.3	1	*	1	*	284	53.9
Guilford	3,387	57.6	57.9	17	23.5	136	56.6	1,073	37.2	40	50.0	26	80.8	2,091	68.7
Harnett	712	56.3	47.5	5	40.0	7	71.4	169	32.5	17	35.3	10	70.0	504	52.2
Johnston	1,012	56.2	49.3	2	*	5	40.0	188	28.2	29	31.0	9	22.2	779	55.6
Lee	471	55.9	46.5	1	*	7	71.4	147	26.5	30	40.0	3	*	283	56.9
Nash-Rocky Mount	1,046	55.0	42.1	4	*	11	81.8	529	24.2	12	25.0	1	*	487	60.6
Orange	362	59.6	69.1	1	*	0	*	95	54.7	8	62.5	2	*	254	74.4
Chapel Hill-Carrboro City	594	61.7	76.9	1	*	38	78.9	83	38.6	11	36.4	10	90.0	451	84.5
New Century**	14	51.7	7.1	0	*	0	*	1	*	1	*	0	*	12	8.3
Person	321	54.5	39.9	1	*	1	*	100	26.0	5	20.0	0	*	214	46.7
Randolph	859	56.6	52.7	5	80.0	1	*	44	38.6	19	21.1	0	*	790	54.2
Asheboro City	212	58.6	65.1	2	*	6	50.0	18	38.9	6	50.0	2	*	178	69.7
Rockingham	875	55.1	43.0	0	*	3	*	202	31.7	13	30.8	4	*	653	46.9
Vance	332	55.7	44.9	0	*	1	*	190	38.4	5	20.0	3	*	133	55.6
Wake	5,114	59.4	66.7	16	68.8	223	70.9	1,048	38.6	86	51.2	37	59.5	3,643	75.2
J.H. Baker Jr. High**	8	48.9	12.5	0	*	0	*	5	20.0	0	*	0	*	3	*
Warren	179	53.6	29.1	7	14.3	0	*	138	24.6	0	*	1	*	33	51.5
Wilson	578	57.7	58.1	0	*	10	70.0	264	40.5	11	54.5	1	*	292	73.6

Notes: *Data are not reported where number tested is fewer than five.
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Descriptions and Sample Questions

for the

North Carolina End-of-Course Tests:

Algebra I, Algebra II, Biology,

Chemisty,

Economic, Legal, and Political Systems (ELP),

English I, Geometry, Physics,

Physical Science, and U.S. History

North Carolina End-of-Course Tests
Algebra I (revised 1994)

What is the Algebra I test like?

The revised Algebra I test assesses the Algebra I curriculum (revised in 1992) of the North Carolina *Standard Course of Study*. The end-of-course test assesses the entire Algebra I curriculum along three broad topics:

- basic operations, equations, and inequalities (goals 1, 2, and 3);
- functions and graphing (goals 4, 5, and 6); and
- polynomials and nonlinear equations (goals 7, 8, and 9).

The test is divided into two parts: calculator and non-calculator. For the calculator part students are expected to have access to a graphing calculator. The basic difference between the two parts of the test is the emphasis on problem solving in the calculator part (regardless of method to solve the problem) versus questions where the whole purpose is to assess a specific procedure (such as graphing).

Table 1. Descriptive Information for the North Carolina Test of Algebra I

Goal	Description of Goal	Percentage of Items on Test
1	The learner will use the language of algebra.	5%
2	The learner will perform operations with real numbers.	12%
3	The learner will solve equations and inequalities with one variable.	16%
4	The learner will demonstrate an elementary understanding of relations and functions.	12%
5	The learner will graph and use linear equations and inequalities.	14%
6	The learner will graph and solve systems of linear equations and inequalities.	9%
7	The learner will perform operations with polynomials.	14%
8	The learner will work with ratios, proportions, and percents.	5%
9	The learner will explore, graph, and interpret nonlinear equations.	14%

How is the test administered?

The end-of-course Algebra I test consists of 81 multiple-choice questions administered during a 110-minute block within the last 10 days of school. Three equivalent forms of the test are administered in each classroom to provide a breadth of information for curriculum evaluation and planning. Whereas the original test administered from 1986 to 1993 focused on the assessment of procedures, this revision of the test examines whether a student can apply the algebraic knowledge and skills they have learned to solve everyday problems.

How was the test developed?

The questions on the Algebra I end-of-course test were written and reviewed by trained North Carolina teachers and educators during the 1992-93 school year. The questions were field tested in May of 1993. The field test involved approximately 10,000 students from randomly selected schools across the state. The revised Algebra I test was implemented statewide for the first time in the spring of 1994.

What kinds of scores do students receive on the test?

Results of the Algebra I test are reported as scale scores, percentiles, and achievement levels. The scale scores range from 23 to 87 with a mean of 55.1 and a standard deviation of 9.1 (in 1994). The use of scale scores helps make interpretations easier and more consistent from test to test. Percentiles were established based on the first administration of the revised Algebra I test statewide. Achievement levels (descriptors of performance) were established from teacher judgements during the 1993 field tests and from the student scores on the 1994 administration of the test.

Table 2. Achievement Levels for the North Carolina Test of Algebra I

Level	Description	Range of Scores (94)
I	Students performing at this level do not have sufficient mastery of knowledge and skills of the course to be successful at a more advanced level in the content area.	23–44
II	Students performing at this level demonstrate inconsistent mastery of knowledge and skills of the course and are minimally prepared to be successful at a more advanced level in the content area.	45–54
III	Students performing at this level consistently demonstrate mastery of the course subject matter and skills and are well prepared for a more advanced level in the content area.	55–65
IV	Students performing at this level consistently perform in a superior manner clearly beyond that required to be proficient in the course subject matter and skills and are very well prepared for a more advanced level in the content area.	66–87

Objective 3.3 (p = 0.74)

20. Which pair of equality properties would be used to solve $3x - 5 = 7$?

A subtraction by 7 and multiplication by 3

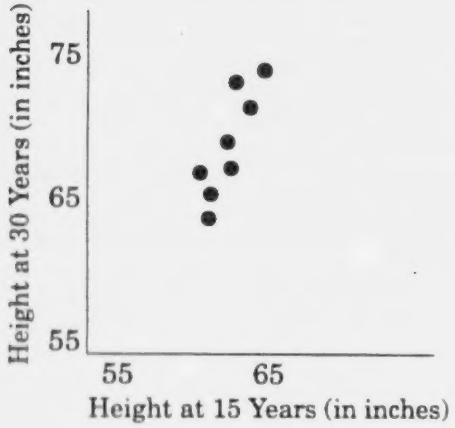
B multiplication by $\frac{1}{3}$ and addition by 7

C division by 5 and subtraction by 7

D addition by 5 and division by 3

Objective 5.9 (p = 0.32)

53. What equation would ***best*** represent the data on the graph?



A $y = x$

B $y = 2x$

C $y = {}^{-}3x$

D $y = \frac{1}{2}x$

Objective 5.10 (p = 0.55)

51. The table of data represents the circumference of four people's thumbs and wrists. What would you predict to be an estimate for Bill's thumb?

	thumb	wrist
Betty	4.5 cm	10.5 cm
Jane	6 cm	16 cm
Joe	7 cm	19 cm
Bill	?	23.5 cm

A 7 cm

B 7.5 cm

C 8 cm

D 8.5 cm

Objective 8.3 (p = 0.31)

77. If a 16-meter tree casts a 7.5-meter shadow, how tall is a building that casts a 24-meter shadow at the same time of day?

A 11.2 m

B 50 m

C 51.2 m

D 512 m

Objective 9.6 (p = 0.25)

82. What is the smallest y-value of the graph of $y = x^2 - 3$?

A 3

B 1

C 0

D $^{-}3$

Objective 9.9 (p = 0.14)

86. Bill cut two inches from one side of a square and three inches from another. If the area decreased by 50%, what was the approximate length of the original square?

A 5.5"

B 6.5"

C 7.5"

D 8.5"

Objective 9.10 (p = 0.31)

87. The frequencies (cycles per second) of the sound of A's on a piano increase in an exponential fashion as you move up the keyboard. Which of the following are frequencies of key A?

A 55, 110, 440, 3520, 56320

B 55, 110, 220, 440, 880

C 55, 110, 165, 220, 275

D 55, 105, 155, 205, 255

511

North Carolina End-of-Course Tests
Algebra II (revised 1996)

What are the Algebra II tests like?

The revised Algebra II test assesses the Algebra II curriculum (revised in 1992) of the North Carolina *Standard Course of Study*. The end-of-course test assesses the entire Algebra II curriculum except objective 7.9 which asks the student to explore the relationship between coefficients and solutions of a quadratic equation.

During the test students are expected to have access to a graphing calculator. The emphasis on the Algebra II test is on problem solving (regardless of method to solve the problem) versus questions where the whole purpose is to assess a specific procedure (such as graphing). Formulas typically used in Algebra II are provided on the back of the test book for use during the test.

Table 1. Descriptive Information for the North Carolina Test of Algebra II

Goal	Description of Goal	Percentage of Items on Test
1	The learner will solve, graph, and use equations and inequalities.	10%
2	The learner will demonstrate an understanding of relations and functions.	12%
3	The learner will operate with matrices.	9%
4	The learner will graph and solve systems of equations and inequalities.	8%
5	The learner will perform operations and solve problems with polynomials.	10%
6	The learner will use rational expressions to solve problems.	13%
7	The learner will solve problems with quadratic equations and inequalities.	14%
8	The learner will use analytic geometry to solve problems.	4%
9	The learner will solve problems involving logarithmic and exponential functions.	10%
10	The learner will solve problems involving sequences and series.	4%
11	The learner will solve problems involving probability.	6%

How is the test administered?

The end-of-course Algebra II test consists of 60 multiple-choice questions administered during a 110-minute block within the last 10 days of school. Three equivalent forms are administered in each classroom to provide a breadth of information for curriculum evaluation and planning. Whereas the original test administered from 1987 to 1996 focused on the assessment of procedures, this revision of the test examines whether a student can apply the algebraic knowledge and skills they have learned and use technology to solve everyday problems. Many of the more basic skills assessed on the original test have been moved back to the Algebra I curriculum.

How was the test developed?

The questions were written and reviewed by trained North Carolina teachers and educators during the 1994-95 school year. The questions were field tested in May of 1995. The field test involved approximately 14,000 students from randomly selected schools across the state. The Algebra II test was implemented statewide for the first time in the fall of 1996.

What kinds of scores do students receive on the test?

Results of the Algebra II test are reported as scale scores, percentiles, and achievement levels. The scale scores range from 23 to 88 with a mean of 50 and a standard deviation of 10. The use of scale scores helps make interpretation easier and more consistent from test to test. Percentiles were established based on the first administration of the Algebra II test statewide. Achievement levels (descriptors of performance) were established from teacher judgements during the 1995 field tests and from the student scores on the 1996-97 administration of the test.

Table 2. Achievement Levels for the North Carolina Test of Algebra II

Level	Description	Range of Scores (97)
I	Students performing at this level do not have sufficient mastery of knowledge and skills of the course to be successful at a more advanced level in the content area.	23–45
II	Students performing at this level demonstrate inconsistent mastery of knowledge and skills of the course and are minimally prepared to be successful at a more advanced level in the content area.	46–57
III	Students performing at this level consistently demonstrate mastery of the course subject matter and skills and are well prepared for a more advanced level in the content area.	58–68
IV	Students performing at this level consistently perform in a superior manner clearly beyond that required to be proficient in the course subject matter and skills and are very well prepared for a more advanced level in the content area.	69–88

Obj 1.5 Apply the concepts of parallel and perpendicular lines as determined by a comparison of their slopes. *(p = .40)*

Any line parallel to the graph of $x - 2y = 4$ has which slope?

A $^{-}2$

B $^{-}\frac{1}{2}$

C $\frac{1}{2}$

D 2

Obj2.9 Use iterative definitions of functions. *(p = .22)*

You are trying to pay off your credit card on which you currently owe $300. The company charges 1.5% interest each month and you pay off $50 each month. Write an expression for the amount you owe in the $(n + 1)$th month as a function of the amount you owe in the nth month.

A $f(n+1) = 1.5(5(n)) - 50$

B $f(n+1) = f(n) + 1.5f(n) - 50$

C* $f(n+1) = f(n) + .015f(n) - 50$

D $f(n+1) = .015(f(n)) - 50$

Obj 3.4 Solve real-world problems using matrices. *(p = .34)*

The student store decided to sell school pennants. The art teacher laid out a design on a grid. The vertices of the pennant ended on (6, 6), (6, 16) and (24, 11). To find the area of a triangle in a coordinate system the determinant of a 3 × 3 matrix can be used with the following formula:

$$\text{Area} = \pm\frac{1}{2}\begin{vmatrix} x_1 & y_1 & 1 \\ x_2 & y_2 & 1 \\ x_3 & y_3 & 1 \end{vmatrix}$$

The sign is chosen so that a positive area results.

What is the area of material needed to make a school pennant?

A 50

B* 90

C 120

D 180

Obj 6.8 Solve problems of direct and inverse variation. *(p = .60)*

A map is scaled so that 1 cm represents 15 km. How far apart are two towns if they are 7.9 cm apart on the map?

A 11.9 km

B 22.9 km

C 52.7 km

D 118.5 km

Obj 2.9 **Write and use an equation of a line which models a set of linear data.** *(p = .19)*

Below is a chart which compares population to area (in square miles) for several countries of the world.

Country	Area (mi²)	Population
Afghanistan	250,000	16,900,000
Bahamas	5,380	300,000
Cameroon	183,570	12,700,000
Nicaragua	50,190	4,100,000
Norway	125,180	4,300,000
Peru	496,220	22,500,000
United States	3,615,100	255,600,000

Which equation is the line of best fit for the data in the chart, and what is the ***best*** approximation for the correlation?

A $y = {}^{-}2{,}856{,}304x + 71$; $r = 0.998$

B $y = 71x - 2{,}856{,}304$; $r = 0.998$

C $y = {}^{-}2{,}856{,}304x + 71$; $r = 0.999$

D $y = 71x - 2{,}856{,}304$; $r = 0.999$

Obj 4.4 **Use systems of equations and inequalities to solve problems.** *(p = .28)*

AAA Moving rents trucks for $40 per day plus 35¢ per mile. ZZZ Movers rents trucks for $36 per day plus 45¢ per mile. For a move taking only one day, all statements below about the relative costs are true ***except*** which one?

A ZZZ is cheaper when the move is under 40 miles.

B* AAA is more expensive when the move is over 40 miles.

C ZZZ goes farther if the total cost is under $54.

D AAA goes farther if the total cost is over $54.

Obj 6.9 Use joint and combined variation to solve problems. *(p = .34)*

The heat loss of a glass window varies jointly as the area of the window and the difference between outside and inside temperature. A window that measures 3 feet by 5 feet loses 500 BTU/h when the temperature outside is 10 degrees less than the inside temperature. What is the heat loss through the same window if the difference between outside and inside temperature is 25 degrees?

A 1,000 BTU/h

B 1,250 BTU/h

C 1,500 BTU/h

D 2,000 BTU/h

North Carolina End-of-Course Tests
Biology (revised 1995)

What is the Biology test like?

The revised Biology test assesses the Biology curriculum (revised in 1994) of the North Carolina *Standard Course of Study*. The end-of-course test assesses the entire Biology curriculum (except Goal 4). On the test, students are expected to have knowledge of important principles and concepts, understand and interpret laboratory activities, and relate scientific information to everyday situations.

Each item on the Biology test is related to one of the content objectives and, in addition, each item is categorized according to the skill goal emphasized. The content objectives (goals 6 through 8) of the Biology *Standard Course of Study* describe the knowledge that is to be taught in all Biology classes and determine the content of the items on the tests. The skills goals—nature of science (goal 1—5% of the items), process skills (goal 2—*at least* 50% of the items), manipulative skills (goal 3—5% of the items), societal and environmental issues (goal 5—5% of the items), and conceptual knowledge (*at most* 35% of the items)—are the basis for scientific literacy. Goal 4 states that the learner should develop a responsible attitude toward the environment, science, technology, and society. This goal is not assessed on the Biology test. Periodically, students and teachers are surveyed concerning their attitudes towards Biology and science in general and the activities conducted during Biology instruction.

Table 1. Descriptive Information for the North Carolina Test of Biology

Goal	Description of Goal	Percentage of Items on Test
6	The learner will understand the chemical and physical basis of life.	30%
7	The learner will have an understanding of the continuity of life.	40%
8	The learner will have an understanding of ecology.	30%
1	The learner will develop an understanding of the nature of science.	5%
2	The learner will develop the ability to use science process skills.	50%
3	The learner will develop the ability to use science manipulative skills.	5%
5	The learner will have an understanding of the relevance of current topics in biology.	5%
CK	The learner will understand the fundamental concepts, principles, and facts of science.	35%

How is the test administered?

The end-of-course Biology test consists of 95 multiple-choice questions administered during a 110-minute block within the last 10 days of the course. Three equivalent forms are administered in each classroom to provide a breadth of information for curriculum evaluation and planning. Whereas the original test administered from 1987 to 1994 focused on the knowledge of facts and ideas, this revision examines whether a student can go beyond memorization and actually apply process skills to the investigation of science.

How was the test developed?

The questions on the Biology test were written and reviewed by trained North Carolina teachers and educators during the 1993-94 school year. The questions were field tested in May of 1994. The field test involved approximately 10,000 students from randomly selected schools across the state. The revised Biology test was implemented statewide for the first time in the spring of 1995.

What kinds of scores do students receive on the test?

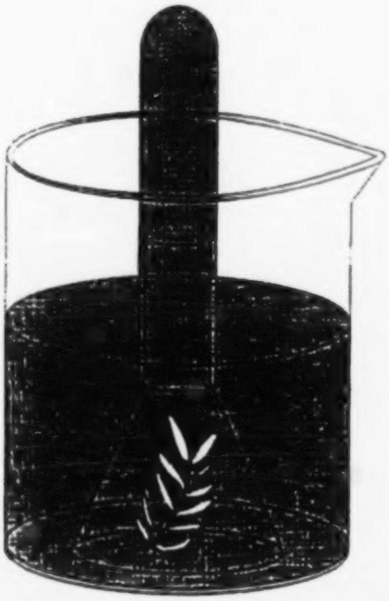
Results of the Biology test are reported as scale scores, percentiles, and achievement levels. The scale scores range from 25 to 88 with a mean of 55.5 and a standard deviation of 8.6 (in 1995). The use of scale scores helps make interpretations easier and more consistent from test to test. Percentiles were established based on the first administration of the Biology test statewide in the spring of 1995. Achievement levels (descriptors of performance) were established from teacher judgements during the 1994 field tests and from the student scores on the May 1995 administration of the test.

Table 2. Achievement Levels for the North Carolina Test of Biology

Level	Description	Range of Scores (95)
I	Students performing at this level do not have sufficient mastery of knowledge and skills of the course to be successful at a more advanced level in the content area.	25–46
II	Students performing at this level demonstrate inconsistent mastery of knowledge and skills of the course and are minimally prepared to be successful at a more advanced level in the content area.	47–54
III	Students performing at this level consistently demonstrate mastery of the course subject matter and skills and are well prepared for a more advanced level in the content area.	55–64
IV	Students performing at this level consistently perform in a superior manner clearly beyond that required to be proficient in the course subject matter and skills and are very well prepared for a more advanced level in the content area.	65–88

Use this information to answer questions 1 and 2.

In the drawing below, an *Elodea* plant is placed in the bottom of a beaker that is half filled with water. A funnel is placed over the plant. A test tube filled with water is inverted and placed on top of the funnel. The beaker is placed in direct sunlight. The purpose of the experiment is to determine the rate of photosynthesis in the *Elodea* plant.



1. How could this experiment show that photosynthesis is taking place?

A The *Elodea* will turn green.

B Chlorophyll will dissolve in the water.

C Bubbles will appear in the test tube.

D New leaves will grow on the *Elodea*.

2. If you were to set up a control for this experiment, what would be the ***best*** setup?

A the same setup but no water

B the same setup but no plant

C the same setup but a larger plant

D the same setup but no plant and no direct sunlight

3. Which of the following relationships is ***most*** similar to perspiration : pores?

A epidermis : stomata

B circulation : parenchyma

C digestion : chlorophyll

D transpiration : stomata

4. The code for all living things is carried in what chemical?

A gibberellic acid

B deoxyribonucleic acid

C indoleacetic acid

D naphthaleneacetic acid

5. A farmer has been losing his chickens and finding blood and feathers in the chicken yard. He also notices tracks which appear to be those of a fox. He proceeds to kill all of the foxes on the farm. Which of the following is a probable result?

A The owl population on his farm will decrease.

B The hawk population on his farm will decrease.

C The rabbit population on his farm will increase.

D The fox population should have no effect on any other animals on his farm.

6. In 1989, an oil spill occurred in Alaska's Prince William Sound. Government scientists estimated that 200,000 birds called murres were killed. Recently, another group of scientists reported that the 1991 population of murres was the same as it had historically been. What does this indicate about the nature of science?

A Different groups of scientists should not study the same problem.

B It is inappropriate to apply simple theories to complex situations.

C Scientists should count all, rather than sample part of a population.

D Scientific knowledge should be regarded as being tentative.

7. Soil bacteria serve what function in the nitrogen cycle?

A store nitrogen nodules underground

B attach nitrogen to soil particles

C release nitrogen from the ground to the air

D convert nitrogen to a water soluble form

North Carolina End-of-Course Tests
Chemistry (revised 1996)

What are the Chemistry tests like?

The revised Chemistry tests assess the Chemistry curriculum (revised in 1994) of the North Carolina *Standard Course of Study*. Both the end-of-course test and the pretest assess the entire Chemistry curriculum (except Goal 4). For both tests students are expected to have access to at least a scientific calculator. On the tests, students are expected to have knowledge of important principles and concepts, understand and interpret laboratory activities, and relate scientific information to everyday situations.

Each item on the Chemistry tests is related to one of the content objectives and, in addition, each item is categorized according to the skill goal emphasized. The content objectives (goals 6 through 10) of the Chemistry *Standard Course of Study* describe the knowledge that is to be taught in all Chemistry classes and determine the content of the items on the tests. The skills goals listed below are the basis for scientific literacy:

- nature of science (goal 1) 5% of the items,
- process skills (goal 2) *at least* 50% of the items,
- manipulative skills (goal 3) 5% of the items,
- societal and environmental issues (goal 5) 5% of the items, and
- conceptual knowledge *at most* 35% of the items.

Goal 4 states that the learner should develop a responsible attitude toward the environment, science, technology, and society. This goal is not assessed on the Chemistry tests. A periodic chart is provided on the back of the test book for use during the test.

Table 1. Descriptive Information for the North Carolina Test of Chemistry

Goal	Description of Goal	Percentage of Items on Test
6	The learner will have an understanding of the properties of solutions.	25%
7	The learner will have an understanding of regularities in chemistry.	49%
8	The learner will have an understanding of changes in chemistry.	18%
9	The learner will have an understanding of models of chemistry.	8%
1	The learner will develop an understanding of the nature of science.	5%
2	The learner will develop the ability to use science process skills.	50%
3	The learner will develop the ability to use science manipulative skills.	5%
5	The learner will have an understanding of the relevance of current topics in chemistry.	5%
CK	The learner will understand the fundamental concepts, principles, and facts of science.	35%

How is the test administered?

The end-of-course Chemistry test consists of 88 multiple-choice questions administered during a 110-minute block within the last 10 days of school. Three equivalent forms are administered in each classroom to provide a breadth of information for curriculum evaluation and planning. Whereas the original test administered from 1990 to 1996 focused on the knowledge of facts and ideas, this revision examines whether a student can go beyond memorization and actually apply process skills to the investigation of science.

How was the test developed?

The questions were written and reviewed by trained North Carolina teachers and educators during the 1994-95 school year. The questions were field tested in May of 1995. The field test involved approximately 6,000 students from randomly selected schools across the state. The Chemistry test was implemented statewide for the first time in the fall of 1996.

What kinds of scores do students receive on the test?

Results of the Chemistry test are reported as scale scores, percentiles, and achievement levels. The scale scores range from 23 to 88 with a mean of 50 and a standard deviation of 10. The use of scale scores helps make interpretation easier and more consistent from test to test. Percentiles were established based on the first administration of the Chemistry test statewide during the 1996-97 school year. Achievement levels (descriptors of performance) were also established from teacher judgements during the 1995 field tests and from the student scores on the 1996-97 administration of the test.

Table 2. Achievement Levels for the North Carolina Test of Chemistry

Level	Description	Range of Scores (97)
I	Students performing at this level do not have sufficient mastery of knowledge and skills of the course to be successful at a more advanced level in the content area.	23–47
II	Students performing at this level demonstrate inconsistent mastery of knowledge and skills of the course and are minimally prepared to be successful at a more advanced level in the content area.	48–55
III	Students performing at this level consistently demonstrate mastery of the course subject matter and skills and are well prepared for a more advanced level in the content area.	56–64
IV	Students performing at this level consistently perform in a superior manner clearly beyond that required to be proficient in the course subject matter and skills and are very well prepared for a more advanced level in the content area.	65–88

1. According to the ideal gas law, $PV=nRT$, all of the following are true ***except*** which one?

A If T increases, P will increase (V is constant).

B If P decreases, V will increase (T is constant).

C If n increases, P is increased (V and T are constant).

D If T increases, R will increase (P is constant).

2. In 1932, J. D. Cockcroft and E. T. S. Walter bombarded lithium with high speed protons. The equation is as follows:

Calculating the mass of the products and reactants, the two scientists determined there to be a loss in mass during the experiment. Which one of the following ***best*** describes the purpose of the experiment?

A to begin development of the atomic bomb

B to support or refute Einstein's Theory of Relativity

C to verify the law of conservation of mass

D to determine the half-life of lithium

3. Why is the ionization energy of nitrogen greater than the ionization energy of carbon?

A Carbon has fewer electrons.

B Carbon is a network solid.

C Nitrogen has more valence electrons.

D Nitrogen has a greater nuclear charge.

4. In a reaction, 14 g of **A** reacts completely with 18 g of **B** to form 10 g of **C** and some **D**. How many grams of **D** would be formed?

A 32

B 22

C 14

D 10

5. What is the proper way to heat a test tube?

A Holding it with the clamp, heat the test tube at the very bottom.

B Using a blue flame, heat the test tube near the top.

C Heat the test tube near the surface of the liquid holding it at a 45° angle.

D Slant the test tube away from you and move it back and forth over the flame.

North Carolina End-of-Course Tests
Economic, Legal, and Political Systems (revised 1996)

What are the ELP tests like?

The revised ELP test assess the Economic, Legal, and Political Systems curriculum (revised in 1991) of the North Carolina *Standard Course of Study*. The end-of-course test assesses the entire ELP curriculum (10 goals and associated objectives). The questions on the tests are equally distributed across the goals with the exception of goal 10 which has half as many questions on the tests as the other goals.

On the tests students are expected to have knowledge of important ideas and concepts, understand and interpret events in history, and connect historical people and events across time. Some questions ask the students to analyze primary and secondary source documents, charts and graphs, and political cartoons.

Table 1. Descriptive Information for the North Carolina Test of ELP

Goal	Description of Goal	Percentage of Items on Test
1	The learner will investigate issues and problems confronting the American economic, legal and political systems.	10%
2	The learner will explain rights and analyze the obligations of responsible citizenship.	11%
3	The learner will investigate how and why individuals and groups make economic choices.	10%
4	The learner will analyze features of the economic system of the United States.	11%
5	The learner will analyze factors influencing the United States economy.	11%
6	The learner will explain the function and importance of the North Carolina and United States Constitutions.	11%
7	The learner will explain the structure and functions of local, state, and national governments and understand their relationship.	10%
8	The learner will explain why laws are needed and how they are enacted, implemented and enforced.	11%
9	The learner will explain how the political and legal systems provide for balancing competing interests and resolving conflicts.	10%
10	The learner will evaluate the influence of ethical and moral principles and religious beliefs on the development of our economic, legal, and political systems.	5%

How does the revised ELP test compare with the one administered in the past?

Whereas a large portion of the original ELP test (administered from 1990 to 1996) focused on knowledge of facts and ideas, the revised test examines whether a student can go beyond memorization of people, events, and facts to apply the knowledge and skills they have learned to other events. While knowledge of facts and concepts is important, the questions on the test are at a much broader level and concern major ideas that students are expected to know to be responsible and effective citizens in an interdependent world. Students are expected to gain a practical understanding of those systems that affect their lives as consumers and young adult citizens.

How is the test administered?

The ELP end-of-course test consists of 100 multiple-choice questions administered during a 110-minute block within the last 10 days of school. Three equivalent forms of the test are administered in each classroom to provide breadth of information for curriculum evaluation and planning.

How was the test developed?

The questions were written and reviewed by trained North Carolina teachers and educators during the 1994-95 school year. The questions were field tested in May of 1995. The field test involved approximately 15,000 students from randomly selected schools across the state. The revised ELP test was implemented statewide for the first time in the summer of 1996.

What kinds of scores will students receive on the test?

Results of the ELP test are reported as scale scores, percentiles, and achievement levels. The scale scores range from about 21 to 87 with a mean of 53.8 (in 1996-97) and a standard deviation of 10. The use of scale scores helps make interpretations easier and more consistent from test to test. Percentiles were established based on the first statewide administration of the ELP test during the 1996-97 school year. Achievement levels (descriptors of performance) were established from teacher judgements during the 1995 field tests and from the student scores on the 1996-97 administration of the test.

Table 2. Achievement Levels for the North Carolina Test of ELP

Level	Description	Range of Scores (97)
I	Students performing at this level do not have sufficient mastery of knowledge and skills of the course to be successful at a more advanced level in the content area.	21-42
II	Students performing at this level demonstrate inconsistent mastery of knowledge and skills of the course and are minimally prepared to be successful at a more advanced level in the content area.	43-51
III	Students performing at this level consistently demonstrate mastery of the course subject matter and skills and are well prepared for a more advanced level in the content area.	52-60
IV	Students performing at this level consistently perform in a superior manner clearly beyond that required to be proficient in the course subject matter and skills and are very well prepared for a more advanced level in the content area.	61-87

Obj 1.1 Describe examples of recurring public problems and issues. (p = .59)

1. All of the following are significant reasons for the relocation of high-technology industries to North Carolina ***except*** which one?

   A cheap labor and weak unionization

   B availability of inexpensive land

   C local abundance of raw materials

   D low local and state taxes

Obj 3.1 Describe basic factors of production (land, labor, capital, and entrepreneurial skills) and know their interaction in any economic activity. (p = .59)

2. For which reason would a legislator from North Carolina be ***most likely*** to argue against a proposed tax on tobacco?

   A North Carolinians are traditionally opposed to "sin" taxes.

   B The tax could mean smaller returns on investment for tobacco producers in North Carolina.

   C The tax could mean that fewer low-income people in North Carolina could afford tobacco products.

   D North Carolinians are proud of the contributions made by tobacco throughout the state's history.

Obj 4.4 Demonstrate how supply, demand and competition affect prices and the availability of goods and services. (p = .52)

3. Which of the following events will increase the demand for compact cars?

   A An oil shortage pushes up the cost of gasoline.

   B Slow sales cause General Motors to cut luxury car prices.

   C More thefts lead to higher automobile insurance premiums.

   D Concern for the environment leads to an increase in carpooling.

Obj 5.2 Make inferences regarding the impact of government regulation on specific economic activities. (p = .53)

4. Of the following, which ***best*** explains why consumer protection is more necessary today than it was during the early 20th century?

   A Today there are many more manufacturers marketing via the mass media than there were in the early 20th century.

   B Consumers were much more tolerant of defective and unsafe products in the early 20th century than they are today.

   C There are many more products available today, and they are much more complex, than in the early 20th century.

   D The country had other concerns in the early 20th century that were much more important than defective products.

Obj 5.5 Analyze short- and long-term effects of taxation and government spending on the United States economy. (p = .45)

5. In 1790, Alexander Hamilton, the first Secretary of the Treasury, felt that the finances of the new Republic were in a state of chaos. He thought that the best way to introduce "order into our finances" would be to have the powerful and wealthy invest in the country, while letting the common people fend for themselves.

Based on Hamilton's views in the 1790s, which current trend would ***most*** disturb him?

A the government's refusal to benefit the farmers by placing high tariffs on agricultural products

B decreased lending by the government to entrepreneurs for small businesses

C increased spending by the government to provide services for the poor

D the government's ability to develop a fair and equitable tax plan for the benefit of all citizens

Obj 6.2 Identify principles found in the United States Constitution which were stated in the Declaration of Independence and explored in the Federalist Papers. (p = .18)

6. Which is an informal provision of the Constitution of the United States?

A popular sovereignty

B primaries

C checks and balances

D none of the above

Obj 7.2 Describe services provided by selected government agencies and how they are funded. (p = .44)

7. All of the following are ways of raising money for the federal government ***except*** which one?

A taxes

B fines

C borrowing

D lotteries

North Carolina End-of-Course Tests
English I (revised 1995)

What is the English I test like?

The revised end-of-course English I test assesses the revised English Language Arts curriculum of the North Carolina *Standard Course of Study*. The test assesses three of the strands of the curriculum (reading, writing, and viewing) in two parts—editing and textual analysis. The test assesses a student's ability to use strategies which enhance reading comprehension (goal 1); acquire, interpret, and apply information (goal 2); and read for critical analysis and interpretation (goal 3). Goal 4, personal response, is not assessed with multiple-choice items—this goal is better assessed with an open-ended format.

Part 1 of the test focuses on editing and revising for English conventions. This part of the test is presented as a "peer editing" task (students are told that the passages represent drafts of actual student essays); students are asked to edit the draft essays for sentence formation, usage, mechanics, and spelling. The proportion of items in each of the four areas parallels the weighting formula for the English II Essay Test (40% sentence formation, 30% usage, 20% mechanics, and 10% spelling). Words or phrases that may or may not contain an error are underlined and students are asked to choose from three possible corrections or "Make no change."

Part 2 of the test focuses on textual analysis. On this part of the test, students are asked to read four to five passages representing various genres, including literary, information, and practical passages. Some of the passages may be visual "texts" such as political cartoons, maps, works of art, or advertisements. The students are then asked to answer questions in which they must analyze the text using literary terms and elements. Some items also assess a student's ability to read and comprehend written material that is appropriate in terms of difficulty and content.

Table 1. Descriptive Information for the North Carolina Test of English I.

Goal/ Strand	Description of Goal/Strand
1	The learner will use strategies and processes that enhance control of communication skills development.
2	The learner will use language for the acquisition, interpretation, and application of information. 2.1 The learner will identify, collect, or select information and ideas. 2.2 The learner will analyze, synthesize, and organize information and discover related ideas, concepts, or generalizations. 2.3 The learner will apply, extend, and expand on information and concepts.
3	The learner will use language for critical analysis and evaluation.
Part 1	Editing
Part 2	Textual Analysis

How is the test administered?

The English 1 test consists of 72 multiple-choice questions (30 editing questions and 42 textual analysis questions) administered during a 110-minute block within the last 10 days of school. Three equivalent forms are administered in each classroom to provide a breadth of information for curriculum evaluation and planning.

How was the test developed?

The passages for the English I test were chosen to reflect the variety of reading done by students in and out of the classroom. The passages tend to be longer and more complete (compared to those typically found on standardized achievement tests) and have a high interest level for students. The variety of passages on each form allows for the assessment of reading for various purposes: for literary experience, to gain information, and to perform a task. The questions for each passage were written and reviewed by trained North Carolina teachers and educators during the 1993-94 school year. The questions were field tested in May of 1994. The field test involved approximately 8,000 students from randomly selected schools across the state. The revised English I test was implemented statewide for the first time in the spring of 1995.

What kinds of scores do students receive on the test?

Results of the English I test are reported as scale scores, percentiles, and achievement levels. The scale scores range from 22 to 85 with a mean of 53.1 and a standard deviation of 8.9 (in 1995). Scale scores are also being used to report individual and group scores on the goals and parts of the test. The use of scale scores makes interpretations easier and more consistent from test to test. Percentiles were established based on the first administration of the revised test statewide in 1995. Achievement levels (descriptors of performance) were established from teacher judgments during the 1994 field tests and from the student scores on the 1995 administration of the test.

Table 2. Achievement Levels for the revised North Carolina Test of English I.

Level	Description	Range of Scores (95)
I	Students performing at this level do not have sufficient mastery of knowledge and skills in the subject to be successful at a more advanced level in the content area.	22–42
II	Students performing at this level demonstrate inconsistent mastery of knowledge and skills in the subject are and are minimally prepared to be successful at a more advanced level in the content area.	43–51
III	Students performing at this level consistently demonstrate mastery of the subject matter and skills and are well prepared for a more advanced level in the content area.	52–60
IV	Students performing at this level consistently perform in a superior manner clearly beyond that required to be proficient in subject matter and skills and are very well prepared for a more advanced level in the content area..	61–85

Use this passage to answer items 1 through 8 on the next page.

In the novel *Night*, by Elie Wiesel, the author shows how the atmosphere of the outside world affects the inner feelings and attitudes of those who endure suffering. Thorough ① his words, the author paints a graphic picture of how his living during the massacre of the Jews affected his faith and his will to survive in a time of endless death.

The author lives in a hateful world of merciless killings; ② the ③ horror tests his faith, not only in himself but also in the God he has worshipped. For long periods during his life, he being taught ④ that his God was omnipotent, quick to forgive, and ready to protect those who believed ⑤. He has never questioned God's powers. Until ⑥ he sees an innocent child hung on the gallows, his father beaten, the massive burial of people who have been tortured and killed.

While living in an environment that is really a cemetery, Elie faces the question of mortality. However, with all hope lost; and ⑦ his faith crumbling around him, he forces himself to live. Despite everything, he presses on, hoping no one will ever forget the horrors of the Holocaust and pray ⑧ that this terrible chapter in human history will never happen again.

For each underlined item in the passage, choose the correction to be made or "Make no change" if there is no correction.

1.
- A Through
- B Threw
- C Thru
- D Make no change.

2.
- A one
- B him
- C you
- D Make no change.

3.
- A killings; The
- B killings, the
- C killings. The
- D Make no change.

4.
- A him being taught
- B he was taught
- C he having been taught
- D Make no change.

5.
- A beleived
- B believied
- C beliefed
- D Make no change.

6.
- A powers until
- B powers: until
- C powers; until
- D Make no change.

7.
- A lost, and
- B lost and
- C lost: and
- D Make no change.

8.
- A to pray
- B praying
- C is praying
- D Make no change.

When I Heard the Learn'd Astronomer

by Walt Whitman

Walt Whitman, who has been called the father of modern poetry, worked as a printer, teacher, and editor before deciding to write full-time. Read the following poem by Walt Whitman and answer the questions.

When I heard the learned astronomer,
When the proofs, the figures, were ranged in columns before me,
When I was shown the charts and diagrams, to add, divide, and measure them,
When I sitting heard the astronomer where he lectured with much applause in
    the lecture-room,
How soon unaccountable I became tired and sick,
Till rising and gliding out I wander'd off by myself,
In the mystical moist night-air, and from time to time,
Look'd up in perfect silence at the stars.

From *Leaves of Grass* by Walt Whitman. Public Domain.

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76. This poem is ***best*** classified as which of the following?

A a sonnet

B epic poetry

C lyric poetry

D a ballad

77. Who is the speaker in this poem?

A the astronomer

B a student

C a teacher

D the principal

78. Which quotation ***best*** relates to the theme of this poem?

A "You can only form the minds of reasoning animals upon Facts;" *(Passage 1)*

B "Does it all add up on the plus side of the ledger?" *(Passage 2)*

C " . . .the principal of Victory School and my eighth grade teacher was special. He liked, really liked every one of us." *(Passage 3)*

D "I did not see that he was also teaching us that education does not come only from between the covers of books, but from the worlds outside the classroom door." *(Passage 3)*

North Carolina End-of-Course Tests
Geometry (revised 1996)

What are the Geometry tests like?

The revised geometry test assesses the geometry curriculum (revised in 1992) of the North Carolina *Standard Course of Study*. The end-of-course test assesses the entire geometry curriculum (objectives 2.5-2.8 dealing with various types of proofs are not directly assessed).

During the test students are expected to have access to a scientific calculator (but the use of a graphing calculator will not cause an unfair advantage for students). The emphasis on the geometry test is on problem solving (regardless of method to solve the problem) versus questions where the whole purpose is to assess a specific procedure (such as graphing). Formulas typically used in geometry are provided on the back of the test book for use during the test.

Table 1. Descriptive Information for the North Carolina Test of Geometry

Goal	Description of Goal	Percentage of Items on Test
1	The learner will use concepts of points, lines, and planes in one, two, and three dimensions.	12%
2	The learner will write a valid proof using a variety of reasoning strategies.	6%
3	The learner will use properties of angles, lines, and planes to solve problems and write proofs.	11%
4	The learner will use properties of polygons and polyhedra to solve problems and write proofs.	14%
5	The learner will develop and use properties of quadrilaterals to solve problems and write proofs.	6%
6	The learner will develop and use properties of triangles to solve problems and write proofs.	15%
7	The learner will develop and use properties of right triangles to solve problems and write proofs.	9%
8	The learner will develop and use properties of circles and spheres to solve problems and write proofs.	14%
9	The learner will understand and use perimeter, area, and volume formulas to solve problems.	14%

How is the test administered?

The end-of-course geometry test consists of 66 multiple-choice questions administered during a 110-minute block within the last 10 days of school. Three equivalent forms are administered in each classroom to provide a breadth of information for curriculum evaluation and planning. Whereas the original test administered from 1989 to 1996 focused on the assessment of procedures, this revision of the test examines whether a student can apply the geometric knowledge and skills they have learned and to use technology to solve everyday problems. Many of the more basic skills assessed on the original test have been moved back to the middle school mathematics curriculum.

How was the test developed?

The questions were written and reviewed by trained North Carolina teachers and educators during the 1994-95 school year. The questions were field tested in May of 1995. The field test involved approximately 20,000 students from randomly selected schools across the state. The geometry test was implemented statewide for the first time in the fall of 1996.

What kinds of scores do students receive on the test?

Results of the geometry test are reported as scale scores, percentiles, and achievement levels. The scale scores range from 23 to 87 with a mean of 50 and a standard deviation of 10. The use of scale scores helps make interpretation easier and more consistent from test to test. Percentiles were established based on the first administration of the geometry test statewide. Achievement levels (descriptors of performance) were established from teacher judgements during the 1995 field tests and from the student scores during the 1996-97 administrations of the test.

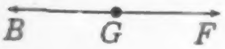
Table 2. Achievement Levels for the North Carolina Test of Geometry

Level	Description	Range of Scores (97)
I	Students performing at this level do not have sufficient mastery of knowledge and skills of the course to be successful at a more advanced level in the content area.	23–45
II	Students performing at this level demonstrate inconsistent mastery of knowledge and skills of the course and are minimally prepared to be successful at a more advanced level in the content area.	46–56
III	Students performing at this level consistently demonstrate mastery of the course subject matter and skills and are well prepared for a more advanced level in the content area.	57–66
IV	Students performing at this level consistently perform in a superior manner clearly beyond that required to be proficient in the course subject matter and skills and are very well prepared for a more advanced level in the content area.	67–87

533

Obj 1.1: Indetify and name sets of points, such as line, ray, segment, and plane.
($p = 0.69$)

1. What is $\overrightarrow{BG} \cup \overrightarrow{FG}$?



A G

B $\overrightarrow{BG}$

C $\overrightarrow{FG}$

D* $\overleftrightarrow{BF}$

Obj 2.1: Identify the structure of geometric deductive reasoning (undefined terms, postulates, theorems).
($p = 0.41$)

2. In Euclidean geometry, which term would ***not*** have a definition?

A circle

B* line

C ray

D segment

Obj 3.2: Use the angle addition postulate to solve problems and write proofs.
($p = 0.66$)

3. If C lies in the interior of $\angle ABG$ then $m\angle ABG$ is equal to:

A $m\angle ABC - m\angle CBG$

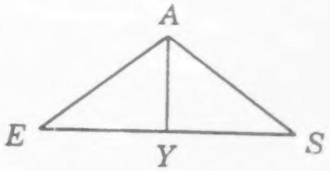
B* $m\angle ABC + m\angle CBG$

C $m\angle AGB + m\angle CBG$

D $m\angle CBG - m\angle ABC$

Obj 6.4: Use postulates and theorems to prove that two triangles and their corresponding parts are congruent.
($p = 0.50$)

4. If $\angle EAY \cong \angle SAY$, which additional congruent, corresponding parts are needed to prove $\Delta EAY \cong \Delta SAY$ by SAS?



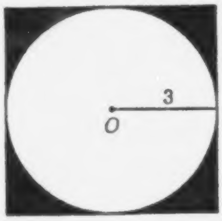
A $\overline{EY} \cong \overline{SY}$

B $\angle E \cong \angle S$

C* $\overline{EA} \cong \overline{SA}$

D $EYA \cong SYA$

Obj 9.4: Find the circumference and area of a circle.
(p = 0.37)



5. In the figure above, a circle with center *O* and radius of length 3 is inscribed in a square. What is the area of the shaded region?

A 3.86

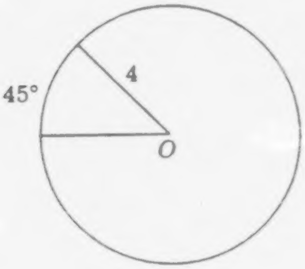
B* 7.73

C 28.27

D 32.86

Obj 9.5: Compute the arc lengths and the area of sectors of a circle.
(p = 0.19)

6. What is the area of a sector of the circle with an arc measure of 45° and with a radius of 4?



A 16π

B 8π

C* 2π

D 2

Obj 9.6: Use areas to solve problems involving geometric probability.
(p = 0.18)

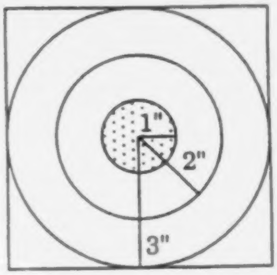
7. If a dart is thrown randomly and lands inside the square, what is the probability that it hits the bulls-eye?

A* $\frac{\pi}{36}$

B $\frac{1}{9}$

C $\frac{\pi}{18}$

D $\frac{1}{3}$



Obj 9.7: Find the lateral area, total area, and volume of a right prism, pyramid, right circular cylinder and cone.
(p = 0.10)

8. If the height of the cake is 6 inches and the diameter is 8 inches, what is the volume of the cake when a 60° slice is removed?

A 50.27 in^3

B 251.33 in^3

C 301.59 in^3

D* 1206.37 in^3

North Carolina End-of-Course Tests
Physical Science (revised 1996)

What are the Physical Science tests like?

The revised Physical Science tests assess the Physical Science curriculum (revised in 1994) of the North Carolina *Standard Course of Study*. Both the end-of-course test and the pretest assess the entire Physical Science curriculum (except Goal 4). For both tests students are expected to have access to at least a scientific calculator. On the tests, students are expected to have knowledge of important principles and concepts, understand and interpret laboratory activities, and relate scientific information to everyday situations.

Each item on the Physical Science tests is related to one of the content objectives and, in addition, each item is categorized according to the skill goal emphasized. The content objectives (goal 6 through 10) of the Physical Science *Standard Course of Study* describe the knowledge that is to be taught in all Physical Science classes and determine the content of the items on the tests. The skills goals—nature of science (goal 1—5% of the items), process skills (goal 2—*at least* 50% of the items), manipulative skills (goal 3—5% of the items), societal and environmental issues (goal 5—5% of the items), and conceptual knowledge (*at most* 35% of the items)—are the basis for scientific literacy. Goal 4 states that the learner should develop a responsible attitude toward the environment, science, technology, and society. This goal is not assessed on the Physical Science tests. Formulas typically used in Physical Science and a periodic chart are provided on the back of the test book for use during the tests.

Table 1. Descriptive Information for the North Carolina Test of Physical Science

Goal	Description of Goal	Percentage of Items on Test
6	The learner will understand sound, light, and heat.	16%
7	The learner will have a basic understanding of the basic principles of chemistry.	22.5%
8	The learner will have a basic understanding of mechanics.	22.5%
9	The learner will have an understanding of electricity and magnetism.	28%
10	The learner will have an understanding of energy.	11%

How is the test administered?

The end-of-course Physical Science test consists of 80 multiple-choice questions administered during a 110-minute block within the last 10 days of school. Three equivalent forms are administered in each classroom to provide a breadth of information for curriculum evaluation and planning. Whereas the original test administered from 1990 to 1996 focused on the knowledge of facts and ideas, this revision examines whether a student can go beyond memorization and actually apply process skills to the investigation of science.

The Physical Science pretest consists of 40 multiple choice questions administered during a 55-minute block within the first two or three weeks of the course. Since the pretest is administered prior to instruction, the expectation is that students will tend to score low because they have not been taught the specific material covered by the course.

How was the test developed?

The questions were written and reviewed by trained North Carolina teachers and educators during the 1994-95 school year. The questions were field tested in May and November of 1995. The field test involved approximately 6,000 students from randomly selected schools across the state. The Physical Science test will be implemented statewide for the first time in the fall of 1996.

What kinds of scores do students receive on the test?

Results of the Physical Science test are reported as scale scores, percentiles, and achievement levels. The scale scores range from 23 to 87 with a mean of 50 and a standard deviation of 10. The use of scale scores helps make interpretation easier and more consistent from test to test. Percentiles will be established based on the first administration of the Physical Science test statewide. Achievement levels (descriptors of performance) will be established from teacher judgements during the 1995 field tests and from the student scores on the 1996-97 administration of the test.

On the Physical Science pretest, students receive only the total scale score. Due to the limited number of items on the pretest, the pretest does not attempt to give diagnostic information concerning the specific strengths and weaknesses of individual students or groups of students.

Table 2. Achievement Levels for the North Carolina Test of Physical Science

Level	Description	Range of Scores (97)
I	Students performing at this level do not have sufficient mastery of knowledge and skills of the course to be successful at a more advanced level in the content area.	23–43
II	Students performing at this level demonstrate inconsistent mastery of knowledge and skills of the course and are minimally prepared to be successful at a more advanced level in the content area.	44–53
III	Students performing at this level consistently demonstrate mastery of the course subject matter and skills and are well prepared for a more advanced level in the content area.	54–63
IV	Students performing at this level consistently perform in a superior manner clearly beyond that required to be proficient in the course subject matter and skills and are very well prepared for a more advanced level in the content area.	64–87

Use the following information to answer questions 1 and 2.

Speed of Sound Waves through Various Materials at 20°C

Material	Speed of Sound
air	344 m/s
glass	5,500 m/s
iron	5,130 m/s
mercury	1,407 m/s
stone	5,971 m/s
water	1,500 m/s

1. Through which material does sound travel most slowly?

   A mercury

   B glass

   C water

   D stone

2. An explosion is set off 6,000 meters away and reaches a recording station 4 second later. Through which material would the sound ***most likely*** have been traveling?

   A stone

   B air

   C wood

   D water

3. Which of the following properties does an element possess if it is located in period 4 of the periodic table?

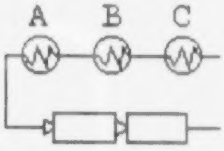
A It has 4 energy levels.

B It has a total of 4 electrons.

C It has 4 neutrons.

D It has 4 electrons in its outer energy level.

4. Which statement is correct about the circuit shown?



A Replacing A with a smaller wattage light bulb will cause B and C to get dimmer.

B Moving the batteries between A and B will make B and C brighter than A.

C Adding another identical light bulb to the circuit will cause A, B, and C to get dimmer.

D Replacing B with a burned-out bulb will not change the brightness of A or C.

5. A $5\underline{0}0$-N object is dropped from a height of $1\underline{0}$ m. What is its kinetic energy just before it hits the ground?

A 0.02 J

B $5\underline{0}$ J

C 2500 J

D $5\underline{0}00$ J

North Carolina End-of-Course Tests
Physics (revised 1996)

What are the Physics tests like?

The revised Physics tests assess the Physics curriculum (revised in 1994) of the North Carolina *Standard Course of Study*. Both the end-of-course test and the pretest assess the entire Physics curriculum (except Goal 4). For both tests students are expected to have access to at least a scientific calculator. On the tests, students are expected to have knowledge of important principles and concepts, understand and interpret laboratory activities, and relate scientific information to everyday situations.

Each item on the Physics tests is related to one of the content objectives and, in addition, each item is categorized according to the skill goal emphasized. The content objectives (goal 6 through 10) of the Physics *Standard Course of Study* describe the knowledge that is to be taught in all Physics classes and determine the content of the items on the tests. The skills goals—nature of science (goal 1—5% of the items), process skills (goal 2—*at least* 50% of the items), manipulative skills (goal 3—5% of the items), societal and environmental issues (goal 5—5% of the items), and conceptual knowledge (*at most* 35% of the items)—are the basis for scientific literacy. Goal 4 states that the learner should develop a responsible attitude toward the environment, science, technology, and society. This goal is not assessed on the Physics tests. Formulas typically used in Physics and a periodic chart are provided at the back of the test book for use during the tests.

Table 1. Descriptive Information for the North Carolina Test of Physics

Goal	Description of Goal	Percentage of Items on Test
6	The learner will have an understanding of basic mechanics.	40%
7	The learner will have an understanding of elementary principles of thermodynamics.	16%
8	The learner will have an understanding of wave motion.	23%
9	The learner will have an understanding of electricity and magnetism.	21%

How is the test administered?

The end-of-course Physics test consists of 70 multiple-choice questions administered during a 110-minute block within the last 10 days of school. Three equivalent forms are administered in each classroom to provide a breadth of information for curriculum evaluation and planning. Whereas the original test administered from 1989 to 1996 focused on the knowledge of facts and ideas, this revision examines whether a student can go beyond memorization and actually apply process skills to the investigation of science.

The Physics pretest consists of 35 multiple choice questions administered during a 55-minute block within the first two or three weeks of the course. Since the pretest is administered prior to instruction, the expectation is that students will tend to score low because they have not been taught the specific material covered by the course.

How was the test developed?

The questions were written and reviewed by trained North Carolina teachers and educators during the 1994-95 school year. The questions were field tested in May of 1995. The field test involved approximately 8,000 students from randomly selected schools across the state. The Physics test will be implemented statewide for the first time in the fall of 1996.

What kinds of scores do students receive on the test?

Results of the Physics test are reported as scale scores, percentiles, and achievement levels. The scale scores range from 23 to 87 with a mean of 50 and a standard deviation of 10. The use of scale scores helps make interpretation easier and more consistent from test to test. Percentiles will be established based on the first administration of the Physics test statewide. Achievement levels (descriptors of performance) will be established from teacher judgements during the 1995 field tests and from the student scores on the 1996-97 administration of the test.

On the Physics pretest, students receive only the total scale score. Due to the limited number of items on the pretest, the pretest does not attempt to give diagnostic information concerning the specific strengths and weaknesses of individual students or groups of students.

Table 2. Achievement Levels for the North Carolina Test of Physics

Level	Description	Range of Scores (97)
I	Students performing at this level do not have sufficient mastery of knowledge and skills of the course to be successful at a more advanced level in the content area.	23–42
II	Students performing at this level demonstrate inconsistent mastery of knowledge and skills of the course and are minimally prepared to be successful at a more advanced level in the content area.	43–51
III	Students performing at this level consistently demonstrate mastery of the course subject matter and skills and are well prepared for a more advanced level in the content area.	52–62
IV	Students performing at this level consistently perform in a superior manner clearly beyond that required to be proficient in the course subject matter and skills and are very well prepared for a more advanced level in the content area.	63–87

1. As the mass of a gas enclosed in a container is doubled, what happens to the number of impacts per second on the walls of the container?

A They double.

B They quadruple.

C They are halved.

D They remain the same.

2. A piece of steel has a hole drilled into it. If the piece of steel is heated, the volume of the hole would do which of the following?

A decrease

B increase

C remain the same

D distort

3. Columb's law is very similar to which of the following laws?

A motion

B entropy

C action-reaction

D gravitiation

4. If an object is located 10 cm in front of a concave mirror having a focal length of 5 cm, where is the image located?

A 3 cm behind the mirror

B 3 cm in front of the mirror

C 5 cm behind the mirror

D 10 cm in front of the mirror

5. The driver of a car approaching a student sounds the horn which operates at 600. Hz. The velocity of the car is 26.5 m/s, and the speed of sound is 330. m/s. What is the frequency of the sound as the car approaches the student?

A 380. Hz

B 650. Hz.

C 684 Hz.

D 700. Hz

North Carolina End-of-Course Tests
US History (revised 1995)

What is the US History test like?

The US History test assesses the US History curriculum (revised in 1991) of the North Carolina *Standard Course of Study*. The end-of-course test assesses the entire US History curriculum (12 goals and associated objectives). The questions on the test are distributed as follows: 40% of the questions assess knowledge of the foundation of the United States to the Civil War and Reconstruction and 60% of the questions assess knowledge of post-Reconstruction to the present.

On the test students are expected to have knowledge of important ideas and concepts, understand and interpret events in history, and connect historical people and events across time. Many items ask the students to analyze primary and secondary source documents.

Table 1. Descriptive Information for the North Carolina Test of US History

Goal	Description	Percentage of Items on Test
1	The learner will analyze those elements in the American colonial experience that led to separation from England.	6%
2	The learner will apply ideas of self-government as expressed in America's founding documents.	9%
3	The learner will judge the effectiveness of the institutions of the new nation in completing its independence (1781-1815).	9%
4	The learner will assess the competing forces of nationalism and sectionalism in the period 1815-1850.	9%
5	The learner will evaluate the Civil War and Reconstruction as an affirmation of the power of the national government.	6%
6	The learner will interpret economic, social and political trends of the late 19th and early 20th centuries.	9%
7	The learner will analyze the causes and effects of US involvement in international affairs.	8%
8	The learner will appraise the economic, social, and political changes of the decades of the '20s and '30s.	9%
9	The learner will analyze and evaluate the significance of causes, events, and effects of the WWII Era.	8%
10	The learner will trace economic and social developments and assess their significance for the lives of Americans in the last half century	9%
11	The learner will analyze changes in American political life in the last half century.	9%
12	The learner will evaluate the conduct of United States foreign policy over the last half century.	9%

How is the test administered?

The US History end-of-course test consists of 100 multiple-choice questions administered during a 110-minute block within the last 10 days of school. Three equivalent forms of the test are administered in each classroom to provide a breadth of information for curriculum evaluation and planning.

Whereas a large portion of the original US History test administered from 1988 to 1994 focused on knowledge of historical facts and ideas, the revised test examines whether a student can go beyond memorization of people, events, and facts to apply the knowledge and skills they have learned to other events. While knowledge of facts and concepts is important, the questions on the test are at a much broader level and concern major ideas that students are expected to know to be considered literate.

How was the test developed?

The questions on the US History end-of-course test were written and reviewed by trained North Carolina teachers and educators during the 1993-94 school year. The questions were field tested in May of 1994. The field test involved approximately 10,000 students from randomly selected schools across the state. The US History test was implemented statewide for the first time in spring 1995.

What kinds of scores do students receive on the test?

On the US History test, students receive scale scores, percentiles, and achievement levels. The scale scores range from 27 to 88 with a mean of 56.2 and a standard deviation of 8.3 (in 1995). The use of scale scores helps make interpretation easier and more consistent from test to test. Percentiles were established based on the first statewide administration of the US History test in the spring of 1995. Achievement levels (descriptors of performance) were established from teacher judgements during the 1994 field tests and from the student scores on the 1995 administration of the test.

Table 2. Achievement Levels for the North Carolina Test of US History

Level	Description	Range of Scores (95)
I	Students performing at this level do not have sufficient mastery of knowledge and skills of the course to be successful at a more advanced level in the content area.	27–47
II	Students performing at this level demonstrate inconsistent mastery of knowledge and skills of the course and are minimally prepared to be successful at a more advanced level in the content area.	48–56
III	Students performing at this level consistently demonstrate mastery of the course subject matter and skills and are well prepared for a more advanced level in the content area.	57–64
IV	Students performing at this level consistently perform in a superior manner clearly beyond that required to be proficient in the course subject matter and skills and are very well prepared for a more advanced level in the content area.	65–88

Objective 3.2 Judge the extent to which the Institutions of the new nation protected the liberties of all its inhabitants.

The first letter below is from Abigail Adams to her husband, John Adams, while he was a delegate to the Second Continental Congress. The second letter is his reply. Use the letters to answer questions 1 through 3.

"I long to hear you have declared independency—And by the way, in the new codes of law which I suppose you will make, I desire you would remember the ladies and be more gracious and favorable to them than your ancestors. Do not put such unlimited power in the hands of the husbands. Remember all men would be tyrants if they could. If particular care and attention is not paid to the ladies, we are determined to [stir up] a rebellion and will not regard ourselves as bound by any laws which we have no voice or representation."

—Abigail Adams

"We have been told that our struggle has loosened the bands of government everywhere...that Indians slighted their guardians and Negroes grow insolent to their masters. But your letter was the first hint that another tribe, more numerous and powerful than all the rest, had grown discontented.

Depend up on it, we know better than to repeal our masculine systems. You know they are little more than theory...in practice, we are subjects. We have only the title of masters, and rather than give up this, which would completely subject us to the despotism of the petticoat, I hope General Washington and all our brave heroes would fight."

—John Adams

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1. Which social condition was the ***main*** factor prompting Abigail Adams' request?

   A Political power in the colonies was limited to those who owned property.

   B Colonial women received unequal treatment under existing colonial laws.

   C Men traditionally held the position of heads of households in colonial society.

   D Race and class were conditions of citizenship in colonial society.

2. Of which historical movement would Abigail Adams ***best*** be considered a forerunner?

   A the abolition movement

   B the Civil Rights movement

   C the temperature movement

   D the suffrage movement

3. With which of the following quotations would John Adams ***most likely*** agree?

   A Every one of us should be ashamed to be free while his brother is a slave. (Frederick Douglass)

   B There is no true liberty for the individual except as he finds it in the liberty of all. (Edwin Markham)

   C There is a natural aristocracy among men. The grounds of this are virtue and talent. (Thomas Jefferson)

   D There will never be complete equality until women themselves help to make laws and elect lawmakers. (Susan B. Anthony)

Obj 5.5 Analyze long-term and immediate causes of the war and asses the extent to which slavery was the priimary cause of the conflict. (p = .41)

4. Frederick Douglass first said, "Slave holders know that the day of their power is over when a Republican President is elected." Later, he said slavery would "be as safe and safer with Lincoln than with a Democrat." Douglass' change of mind is best explained by which of the following?

A Republican leaders promised not to interfere with existing slavery.

B Republicans planned to enforce the Fugitive Slave Law.

C Republicans pledged to put down slave rebellions.

D Republican leaders refused to accept the right of slave states to secede.

Obj 6.5 Evaluate the effects of racial segregation on various regions and segments of American society. (p = .30)

5. Which of the following is an example of *de facto* racial segregation?

A "Whites Only" signs in restaurants

B housing patterns in large cities

C separate white and black school systems

D public water fountains labeled "colored" and "white"

Obj 9.1 Investigate reasons for the expansion of totalitarian governments during the period. (p = .40)

6. How did tariffs contribute to the rise of totalitarian dictatorships?

A American arms salespeople were allowed indiscriminately to sell weapons to any country.

B Tariffs disrupted trade and contributed to world economic depression.

C The United States demanded immediate payment of European war debts.

D Foreign-owned businesses in the United States were confiscated by the federal government.

Obj 11.2 Analyze changing relationships between states and the federal government as the role of the federal government continued to expand. (p = .40)

7. "It is time to check and reverse the growth of government which shows signs of having grown beyond the consent of the governed."

—Ronald Reagan, Inaugural
Address, 1981

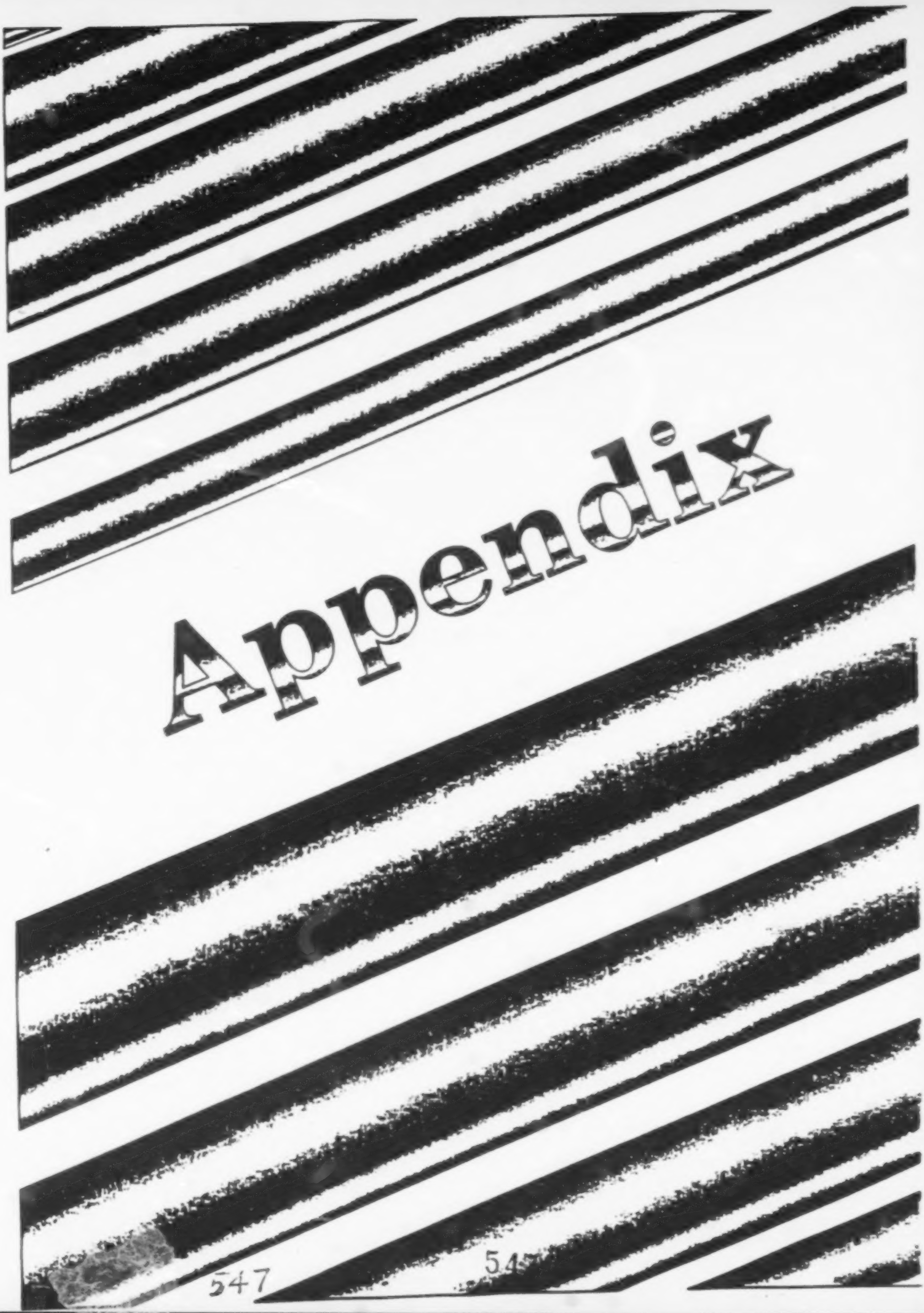
According to this quotation, President Reag believed which of the following?

A The federal government had lost control of the citizens it was created to serve.

B The federal government had expanded its role too far into the lives of individual citizens.

C The state governments had taken too much legislative authority from the federal government.

D The state governments were not equipped to deal with the problems of the modern age.



Appendix

List of Charter Schools

American Renaissance
Arapahoe Charter
Arts & Basics Charter School (ABCS)
Brevard Academy
Bridges
Bright Horizons Academy
Carter Community
Carter G. Woodson School of Challenge
Catawba Valley Academy
Change For Youth
Chatham Charter
Children's Village Academy
Communities in Schools Academy (CIS)
Community Charter School
Dillard Academy
Downtown Middle School
East Wake Academy
East Winston Primary
Englemann School of the Arts and Sciences
Exploris
Francine Delaney New School for Children
Franklin Academy
Grandfather Academy
Harnett Co. Technical
Harnett Early Childhood
Healthy Start Academy
Highland Kindergarten
Imani Institute
John H. Baker, Jr. High
Kennedy Charter
Kestrel Heights
Lake Norman
Lakeside School
Laurinburg
Lift Academy
Lincoln Charter
Magellan Charter
Maureen Joy
NC School of Maritime Studies
New Century School
Nguzo Saba Charter
Orange County Charter
PHASE Academy
Quality Education Academy
Right Step Academy
River Mill Charter
Rocky Mount Charter Public School
Sallie B. Howard School
Sankore School
School in the Community
School of Mathematics, Arts, Sciences, and Technology (MAST)
SPARC Academy
Sterling Montessori Academy
Summit Charter
The Learning Center
Tiller School
Turning Point
United Children's Ability Nook (UCAN)
Village Charter
Wilkes Co. Alternative
Woods Charter